

Appendix G: LEA Application for Each Priority School

School Improvement Grant (1003g) 2013-2014

LEA School Application: Priority

The LEA must complete this form for *each* Priority school applying for a school improvement grant.

School Corporation **Indianapolis Public Schools**

Number **5385**

School Name **Thomas D. Gregg Elementary School #15**

After completing the analysis of school needs and entering into the decision-making process in this application, reach consensus as to the school intervention (improvement) model to be used and place a checkmark below:

☐ Turnaround

☐ Restart

☒ Transformation

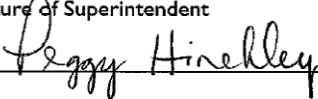
☐ Closure

Appendix A: Indiana's Priority Schools

Appendix F: LEA Application of General Information 2013-2014

School Improvement Grant (1003g)
Application due June 3, 2013
Email application to 1003g@doe.in.gov

LEA Application: General Information

Corporation Name: INDIANAPOLIS PUBLIC SCHOOLS		Corporation Number: 5385
Contact for the School Improvement Grant: 1. Mrs. Yvonne Rambo 2. Mrs. Minetta Richardson		
Position and Office: 1. Turnaround Schools Director 2. Director of Title I Division		Contact's Mailing Address: John Morton-Finney Center for Educational Services 120 E. Walnut St. Rm. 501F Indianapolis IN 46207
Telephone: 1. Mrs. Rambo 317-226-4405 2. Mrs. Richardson 317-226-4884		Fax: 1. Mrs. Rambo 317-226-3664 2. Mrs. Richardson 317-226-4327
Email Address: 1. Mrs. Rambo RamboY@ips.k12.in.us 2. Mrs. Richardson RichardME@ips.k12.in.us		
Superintendent (Printed name) Dr. Peggy Hinckley ~ Interim		Telephone: 317-226-4411
Signature of Superintendent X 		Date: June 3, 2013

- ➔ Complete and submit this form one time only.
- ➔ Complete a second form, "Priority Application" for each school applying for a school improvement grant.

I. Schools to be Served by LEA

Instructions:

- 1) Using the list of Priority schools provided by the IDOE, complete the information below, for all priority schools in the LEA typing in the school name and grade span (e.g., K-5, 6-8, 9-12, 6-12, etc.).
- 2) Place an “X” indicating priority and the school improvement model (intervention) selected, based on the “School Needs Assessment” conducted by the LEA. (Add cells to the table as needed to add more schools.)

School Name	Grade Span	Priority	Based on the “School Needs Assessment” tool, the LEA has determined this model for the school				
			Turn-around	Transformation	Restart	Closure	No model will be implemented
1. Anna Brochhausen School 88	K-6	X					X
2. Brookside School 54	K-6	X					X
3. Charles W. Fairbanks School 105	K-6	X					X
4. Clarence Farrington School 61	K-6	X					X
5. Elder W. Diggs School 42	K-6	X					X
6. Floro Torrence School 83	K-6	X					X
7. Francis Scott Key School 103	K-6	X					X
8. George H. Fisher School 93	K-6	X					X
9. George S. Buck School 94	K-6	X					X
10. James Russell Lowell School 51	K-6	X		X			
11. Key Learning Comm. Elem.	K-6	X		X			
12. Louis B. Russell Jr. School 48	K-6	X					X

13. Ralph W Emerson School 58	K-6	X					X
14. Raymond F. Brandes School 65	K-6	X		X			
15. Riverside School 44	K-6	X					X
16. Thomas D. Gregg School 15	K-6	X		X			
17. Washington Irving School 14	K-6	X					X
18. William A. Bell School 60 Reggio Academy	K-3	X					X
19. William McKinley School 39	K-7	X					X

I. Explanation if LEA is Not Applying to Serve Each Priority School

x We believe we do not have the capacity to serve all Priority schools. Our explanation for why is provided below.

Washington Irving #14 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Riverside #44 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Francis Scott Key #103 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Anna Brouchhausen #88 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Clarence Farrington #61 ~ New principal placed Jan. 2013/ school will be reconstituted for 2013-2014 school year/ the school is demonstrating incremental improvements; The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

George Buck #94 ~ New principal recently put into place/School was going to be dissolved but will remain for the 2013-2014 school year/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

William McKinley #39 ~ New principal placed for 2013-2014/ The district will continue to support by providing school improvement coaches and targeted support from Curriculum & Instructional Accountability Division and the school's elementary director

Ralph Waldo Emerson #58 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Louis B. Russell #48 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

George Fisher #93 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Floro Torrence #83 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Elder Diggs #42 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Charles Fairbanks #105 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

Brookside #54 ~ This school will not be participating in the grant due to a lack in principal change which is a failure to meet all Transformation requirements.

3. Consultation with Stakeholders

Instructions:

- Consider the stakeholder groups that need to be consulted regarding the LEA's intent to implement a new school improvement model.
- Include the stakeholders (e.g., parents, community organizations) as early on as possible.
- Provide the name of the school and then the stakeholder group, type of communication (e.g., meeting, letter) and the date occurred. (Individual names are not needed*).

School Name: Thomas D. Gregg

School Number: #15

Stakeholder Group	Mode of Communication	Date
Parents	Letter	05/23/13
Community Partners/Leaders	Meeting	05/21/13
External Partner – Scholastic	Meeting	05/23/13
School Staff	Meeting	05/15/13
Leadership Team	Meeting	05/31/13
External Partner – Scholastic	Meeting (Phone Conference)	05/31/13
School Staff	Meeting	06/05/13

*IDOE may request that the LEA produce documentation that lists the names of the stakeholders above.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Indianapolis Public Schools assures that it will

Corporation/Charter School Name

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☐ (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (6) Report to the SEA the school-level data required under section III of the final requirements.

F. Waivers

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ “Starting over” in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

D. Collaboration with Teachers' Unions

Several of the school improvement models require the agreement of the teachers' unions to ensure that all of the models' components are fully implemented. For example, one component of the transformation model is an alignment of teacher evaluations to student achievement growth.

The LEA must submit letters from the teachers' unions with its application indicating its agreement to fully participate in all components of the school improvement model selected.

E. Assurances

Thomas D. Gregg Elementary School #15 assures that it will

Corporation/Charter School Name

- ☒ (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- ☒ (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☐ (3) If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- ☒ (4) Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;
- ☒ (5) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and
- ☒ (6) Report to the SEA the school-level data required under section III of the final requirements.

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A. LEA Analysis of School Needs

➤Instructions:

- 1) With an LEA improvement team that includes staff from the school, complete the two worksheets on the following pages “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing Schools.”
- 2) Develop findings from the data - short phrases and sentences that indicate the facts revealed by the data.
- 3) Complete a root cause analysis of the findings - the underlying reason for the finding.
- 4) Consider overall the meaning of the data, the findings, and the root cause analysis in terms of student, teachers, and the principal and school needs.

Appendix B:

Worksheet #1A: Analysis of Student and School Data

Worksheet #1B: Student Leading Indicators for 2011-2012 and 2012-2013

Worksheet #2: Self-Assessment of Practices of High-Poverty, High Performing Schools

Worksheet #1: Analysis of Student and School Data

➤ Instructions:

- Complete the table below for available student groups (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) that did *not* pass in English/language arts and/or mathematics for 2011-2012.
- For LEA data, see the IDOE web site: <http://compass.doe.in.gov/dashboard/overview.aspx>.

Student groups (list groups below)	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate?	How unique are the learning needs of this group? (high, medium, low)
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English/Language Arts

<i>Example: LEP</i>	75%	52	<i>High - have been in U.S. 3 or more years</i>	<i>High - no prior formal schooling; from non-Western culture</i>
Overall	50.3%	159	High – Over half of students in grades 3-6 are not passing	High – Loss of instructional time due to high teacher turnover; Curriculum may not be aligned to best meet the needs of all students
White	48.8%	20	High – Smaller population of students but % of	High – Subgroup has high mobility rate and lack of partnership between

			White students not passing is close to overall % not passing	school and home has been fostered.
Black	53.0%	61	High – A higher % of Black students are not passing than the overall % of students not passing	High – Lack of sufficient culturally responsive instruction
Hispanic/Latino	47.9%	70	High – Small difference between % of Hispanic students not passing and overall % not passing	High – Outside of intensive ENL service there are limited classroom adaptations to address language needs
LEP	54.8%	69	High – A higher % of LEP students are not passing than the overall % of students not passing	High – Intermittent, limited, or no education in non-US schools
Special Ed.	73.7%	28	High - % of students not passing is nearly 20% higher than the school overall	High – Insufficient differentiation of curriculum for students with disabilities
Free and Reduced	50.7%	147	High - % of students not passing nearly mirrors overall school rate of non-passing with a great deal of overlap between the categories	High – High poverty rate – 89.5% of students qualify for Free and Reduced Lunch

Mathematics

Overall	45%	143	High – Nearly half of students in grades 3-6 are not passing	High – Loss of instructional time due to high teacher turnover; Curriculum may not be aligned to best meet the needs of all students
White	41.9%	18	High – Smaller population of students but % of White students not passing is close to overall % not passing	High – Subgroup has high mobility rate and lack of partnership between school and home has been fostered.
Black	49.1%	56	High – A higher % of Black students are not passing than the overall % of students not passing	High – Lack of sufficient culturally responsive instruction
Hispanic/Latino	43.5%	64	High – Small difference between % of Hispanic students not passing and overall % not passing	High – Outside of intensive ENL service there are limited classroom adaptations to address language needs
LEP	48.8%	62	High – – A higher % of LEP students are not passing than the overall % of students not passing	High – Intermittent, limited, or no education in non-US schools
Special Ed.	50.0%	19	High - % of students not passing is nearly	High – Insufficient differentiation of

			20% higher than the school overall	curriculum for students with disabilities
Free and Reduced	45.9%	134	High - % of students not passing nearly mirrors overall school rate of non-passing with a great deal of overlap between the categories	High – High poverty rate – 89.5% of students qualify for Free and Reduced Lunch

<p>What are the key findings from the student achievement data that correspond to changes needed in curriculum, instruction, assessment, professional development and school leadership?</p> <p><i>Inappropriate example:</i> Students from Mexico aren't doing well in school. "</p> <p><i>Appropriate example:</i> "75% of our Mexican students who have been in the U.S. for three years or more are not passing E/LA ISTEP+."</p> <p><i>Appropriate example:</i> "65% of our students with free and reduced lunch did not pass ISTEP+ in the E/LA strand of 'vocabulary'."</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> "Hispanic students watch Spanish television shows and their parents speak Spanish to them at home all the time so they aren't learning English."</p> <p><i>Appropriate example:</i> "Our ELL program provides only one-hour of support per week for students who have been in the U.S. for three or more years."</p>
<p>I. 2012 data shows that more than 44% of our 3rd graders, 43% of our 4th graders, 61% of our 5th graders, and 53% of our 6th graders failed their ELA ISTEP. In conjunction, 49% of the 2011-2012 third graders failed the State's IREAD assessment.</p>	<p>I.</p> <ul style="list-style-type: none"> • In 2011-2012, there was a concerted effort to raise math scores by directing SUCCESS time interventions to math only. • ELA interventions were not targeted or done with fidelity by the classroom teachers. • Materials, training, and targeted monitoring were not provided to the classroom teachers for ELA interventions. • There was also a lack of planning between the grade levels. • Support teachers, including Special Education, ENL, and Title I Teachers, were pulled by administration to do other tasks. In turn, the ELA interventions given by the above support teachers were not done with fidelity.

<p>II. 2011-2012 Math ISTEP scores fluctuate throughout the grade levels. 5th grade students showed a 60% pass rate, while all other grade levels were between 51% and 55%. Teachers on the 5th grade team reported having used different interventions than the other grade levels.</p>	<p>II. The need for the remediation of skills is high, and available resources and training to meet these math needs are insufficient.</p> <ul style="list-style-type: none"> • Many students lack the foundational skills required to master the higher math skills targeted by the curriculum. • There is insufficient time allocated for remediation of skills. • Students struggle with multiple-step math problems. • Non-teachers & teachers with mastery of non-math areas were not prepared to provide adequate math remediation. • Non-teachers were not consistently provided with math resources, nor training in the use of available resources. • Instructional time was lost with delays in moving students to learning areas and back. • Opportunities for the reinforcement of learned skills were insufficient or absent, leading to some skills loss.
<p>III. 43% of School #15's population is classified ENL (English as a New Language). Of that 43%, 98% will be taking the ISTEP ELA assessment (over 200 students). Current 2012-2013 DIBELS results show 23 of 28 School #15 kindergarten students are scoring "in the red". At this point, there are no ENL teachers working with the kindergarten students on language proficiency.</p>	<p>III. Our K-3 ENL (English as a New Language) students start with a language deficiency upon entry to School #15. Without any targeted interventions, starting in kindergarten, our ENL students continue to be at a disadvantage throughout their time at Thomas D. Gregg Elementary School #15.</p> <ul style="list-style-type: none"> • ENL Staff were unable to work with ELL's (English Language Learner) with fidelity. • ENL Staff were used as substitute teachers. • An excess of examinations meant that

<p>IV. 20% of School #15's population is classified Special Education. The majority of these students will be taking the ISTEP ELA and Math assessments. Only 25% of Special Education students are passing ISTEP.</p> <p>There are students who may have potential special education needs who have not been adequately identified due to teacher unfamiliarity with the Rtl process.</p>	<p>ENL staff time was excessively spent on providing testing accommodations rather than teaching.</p> <ul style="list-style-type: none"> • Many classroom teachers were inexperienced and had no training to work with ELL's. • Many classroom teachers did not utilize the resources available from the ENL Team. • Some teachers struggled with coordinating schedules, space and materials with the ENL Team. • Excessive teacher turnover meant ongoing training was needed with no time provided for training. • Excessive teacher turnover meant loss of consistency in student-teacher connections. <p>IV.</p> <ul style="list-style-type: none"> • Special Ed. Staff were sometimes used as substitute teachers. • An excess of examinations meant that Special Ed. staff time was excessively spent on providing testing accommodations rather than teaching. • Many classroom teachers were inexperienced and had no training to work with Special Education students. • Many classroom teachers did not utilize the resources available from the Special Education Team. • Some teachers struggled with coordinating schedules, space and materials with the Special Education Team. • Excessive teacher turnover meant ongoing
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	<p>training was needed with no time provided for training.</p> <ul style="list-style-type: none"> • Excessive teacher turnover meant loss of consistency in student-teacher connections. • Teachers did not adequately utilize the RtI Process to identify student needs and appropriate interventions.
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Student Leading Indicators

➤Instructions:

- 1) Using school, student and teacher data, complete the table below
- 2) If the indicator is not applicable, such as “dropout rate” for an elementary school, write “NA” - not applicable - in the column.
- 3) Review the data and develop several key findings on the next page.

	2011-2012	2012-2013
1. Number of minutes within the school year that students are required to attend school	64,800	64,800
2. Dropout rate*	N/A	N/A
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.0%	95.51% as of 5/20/2013
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	N/A	N/A
5. Number of students completing dual enrollment classes	N/A	N/A
6. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	1. Longer School Year Intersession (Fall and Spring)	1. Longer School Year Intersession (Fall Only)

	2. Summer School 3. After School Tutoring	2. Summer School 3. After School Tutoring
7. Discipline incidents*	661	2041
8. Truants (# of unduplicated students, enter as a whole number)	0	0
9. Distribution of teachers by performance level on LEA's teacher evaluation system	0-Unsatisfactory 6-Basic 20-Proficient 0-Distinguished	Data Unavailable until August 2013
10 Teacher attendance rate	97.8%	98.3%

*If this school is a high school, disaggregation of the data by student groups would be informative in your planning.

<p>What are key findings or summaries from the student leading indicator data?</p> <p><i>Inappropriate example:</i> “Teachers are absent a lot.”</p> <p><i>Appropriate example:</i> “Teachers on average are out of the classroom 32 days of the school year.”</p>	<p>What is at the “root” of the findings? What is the underlying cause?</p> <p><i>Inappropriate example:</i> “Teachers don’t feel like coming to school”</p> <p><i>Appropriate example:</i> “Teachers’ working conditions are poor - limited heat in the classrooms; teachers attend three weeks of professional development during the year and the school has difficulty finding substitutes so students are placed in other teachers’ classrooms”</p>
<ol style="list-style-type: none"> 1. The number of student discipline incidents has increased dramatically over the last school year. This has resulted in more students missing instructional opportunities due to suspensions both in-school and out-of-school. 2. Student attendance has decreased from the previous year, despite aggressive school campaigns to improve student attendance. 3. Extended learning opportunities are offered at the 	<ol style="list-style-type: none"> 1. Thomas D. Gregg Elementary School #15 underwent extensive administrative and staff change between the 2011-2012 and 2012-2013 school years. After the departure of a long time principal and assistant principal, 40% of the teachers left the school (2011-2012). During the first four weeks of the following school year (2012-2013), 20% of the teachers left the school. The new school principal was replaced by another principal during the second month of school. These major shifts in leadership and teaching staff have hindered teachers from developing the capacity to manage student behavior within their own classrooms. 2. Students experienced a turbulent start to the school year that included a principal that exited after four weeks and saw seven (7) classroom teachers resign. Students felt abandoned by the teachers and staff they trusted. Many students chose to stay home rather than come to school and face the uncertainty that was their school experience. 3. School #15 has implemented opportunities for students to attend extended learning opportunities

<p>school but student success rates remain low.</p> <p>4. Teacher attendance rate has increased during the past school year.</p> <p>5. Six (6) out of twenty-six (26) teachers were rated “Needs Improvement” on the RISE rubric which indicates that they lack the skills necessary to skillfully develop instructional plans and differentiate for the students in their classrooms.</p>	<p>both during intersession and after-school tutoring. However, student participation in these extended learning opportunities is very low and inconsistent. Intersession was targeted for third graders only during the Fall of 2012, and as a result, many families opted to not send just one of their children. Moreover, summer school is optional and by invitation only, again causing families to opt to keep their students home. After school tutoring is offered but students’ attendance is irregular. One reason is that tutoring is offered only three days a week, making it difficult for families to plan for the remaining two days of afterschool care. Second, tutoring is only offered to select students, again largely alienating families that have one student selected but not all.</p> <p>4. Despite a slight increase in teacher attendance, there is still significant room for improvement. Teacher absence creates a critical disruption in instruction and classroom management when teachers are not present.</p> <p>5. According to teacher evaluation data, many of the staff members have been unable to plan and execute lessons beyond the level of “basic.” Many teachers lacked the expertise to effectively manage their students’ behavior, often resulting in ineffective and inconsistent instruction. Recruiting, retaining, and training an effective teaching staff is vital to improving student achievement at Thomas D. Gregg Elementary School #15.</p>
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Worksheet #2: Self-Assessment of Practices High-Performing Schools

➤ Instructions:

- The following table lists the research and best practices of effective schools, especially of high-poverty, high-performing schools. These practices are embedded in the school improvement models as well.
- Using a team that knows the school well, critically consider the practices of the school and determine a score of 1-4 with four being the highest.
- As with the other previous data sources, use the scores to develop a set of key findings.

The Principal and Leadership	1	2	3	4	The Principal and Leadership
1. Spends most of the time managing the school.		X			1. Spends great deal of time in classrooms.
2. Is rarely in the classrooms.	X				2. Conducts frequent walk-throughs.
3. Is not knowledgeable about English/ language arts or mathematics instruction.		X			3. Knows E/LA and mathematics instruction well and is able to assist teachers.
4. Serves as lone leader of the school			X		4. Utilizes various forms of leadership teams and fosters teachers' development as leaders.
5. Must accept teachers based on seniority or other union agreements rather than on their effectiveness in the classroom.			X		5. Is not bound by seniority rules in hiring and placement of teachers.
Instruction	1	2	3	4	Instruction
1. Is primarily lecture-style and teacher-centered.		X			1. Includes a variety of methods that are student-centered.
2. Places the same cognitive demands on all learners (no differentiation).		X			2. Provides various levels of cognitive demands (differentiation; Response to Instruction - RTI).

3. Is primarily textbook-oriented.	X				3. Uses multiple sources beyond textbooks.
4. Does not include technology.		X			4. Includes frequent use of technology.
5. Works alone, rarely meeting in or across grade-level teams to discuss and improve.		X			5. Works in teams, discussing student learning and instructional ideas.
6. Instruction is rarely evaluated and connections to student learning growth or increased graduation rates are not made.		X			6. Instruction is evaluated through rigorous, transparent, and equitable processes that take into account student growth and increased graduation rates.
7. Instruction is not increased to allow for more student learning time.		X			7. Schedules and strategies provide for increased student learning time.

Curriculum	1	2	3	4	Curriculum
1. Leadership does not observe or evaluate teachers for use of the curriculum. 2. Is considered to be the textbook or the state standards. 3. Is not aligned within or across grade levels. 4. Is not rigorous or cognitively demanding. 5. Is not available to all students, e.g., English language learners or students with disabilities as they are not present in the regular classroom during core instruction time. 6. Is not differentiated for struggling students.	 X X	X X X X			1. Is observed by school leadership that it is being taught. 2. Is developed by the district/teachers based on unpacking the state standards. 3. Is aligned within and across grade levels. 4. Is rigorous and cognitively demanding. 5. Is accessible to all students through placement in regular classroom during instruction of the core curriculum. 6. Is differentiated for struggling students.
Data - Formative Assessments	1	2	3	4	Data - Formative Assessments
1. Are not regularly used by teachers. 2. Are not routinely disaggregated by teachers. 3. Are not used to determine appropriate instructional strategies.		X X X			1. Are used to implement an aligned instructional program. 2. Are used to provide differentiated instruction. 3. Are discussed regularly in teacher groups to discuss student work.
Professional Development	1	2	3	4	Professional Development
1. Is individually selected by each teacher; includes conferences and conventions. 2. Is not related to curriculum, instruction, or assessment.	X 	 X			1. Is of high quality and job-embedded. 2. Is aligned to the curriculum and instructional program.

3. Is short, i.e., one-shot sessions.	X				3. Includes increasing staff's knowledge and skills in instructing English language learners and students with disabilities.
4. Does not include follow-up assistance, mentoring, or monitoring of classroom implementation.	X				4. Is developed long-term; focuses on improving curriculum, instruction, and formative assessments.
Parents, Family, Community	1	2	3	4	Parents, Family, Community
1. Does not provide extended supports.		X			1. Provides social and emotional supports from school and community organizations.
2. Does not ensure a safe school and community environment for children.		X			2. Creates a safe learning environment within the school and within the community.

Cultural Competency	1	2	3	4	Cultural Competency
1. Holds the belief that all students learn the same way.		X			1. Holds the belief that students learn differently and provides for by using various instructional practices.
2. Uses the textbook to determine the focus of study.		X			2. Combines what learners need to know from the standards and curriculum with the needs in their lives.
3. "Cultural instruction" is limited to study of flags, festivals, and foods of countries/people.	X				3. Provides culturally proficient instruction, allows learners to explore cultural contexts of selves and others.
4. Does not investigate students' level of education prior to coming to the United States; home	X				4. Investigates students' education prior to coming to the United

languages; the political/economic history; conditions of countries or groups.					States; home languages; political/economic history; conditions of countries or groups.
5. Does not connect curriculum and learning to students' own life experiences as related to race, ethnicity, or social class.		X			5. Connects curriculum and learning to students' own life experiences as related to race, ethnicity or class.

<p>What are the key findings from the self-assessment of high-performing schools?</p> <p>The Principal & Leadership Principal and Assistant Principal have not been present enough in classrooms to monitor if high-quality, rigorous instruction is taking place consistently.</p> <p>Instruction Instruction is primarily lecture-style and teacher-centered. It is not sufficiently differentiated and is text-book oriented.</p> <p>Some teachers are not adequately using technology.</p> <p>Some teachers struggle with working collaboratively and grade-level meetings lack focus.</p>	<p>What is at the "root" of the findings? What is the underlying cause?</p> <p>The Principal & Leadership Principal and Assistant Principal's time is often taken up with addressing behavioral issues.</p> <p>Due to an abrupt shift in leadership, the new principal's time was greatly consumed with building rapport with staff and students and rebuilding the climate of the school.</p> <p>There have been limited professional development opportunities available to principals regarding core instructional programs during the school year.</p> <p>Instruction Sufficient professional development on student-centered and differentiated instruction has not been offered.</p> <p>There has been insufficient professional development opportunities offered to staff in regards to integrating technology into the classroom.</p>
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<p>Skills that are not mastered are often not re-taught.</p> <p>Curriculum District-mandated intervention curriculum was not aligned with district assessments.</p> <p>District-mandated intervention curriculum was not rigorous or cognitively demanding enough for students.</p> <p>District-mandated intervention curriculum did not adequately address the learning needs of Special Education and ELL students.</p> <p>District-mandated intervention curriculum in both ELA and Math were not implemented with fidelity.</p> <p>Data – Formative Assessments District-mandated assessments did not align with material presented in core instructional program for all identified subgroups.</p> <p>District assessments often did not include items and vocabulary consistent with the depth of knowledge assessed on state-wide high stakes assessments.</p>	<p>Teachers do not have enough time for collaboration as grade-level or content-area teams. Grade-level meetings have often become extensions of staff meetings instead of time to analyze student data.</p> <p>Curriculum Curriculum items were not flexible enough to adequately address the needs of Special Education and ELL students.</p> <p>District pacing guides did not allow adequate time for re-teaching and review.</p> <p>There was not sufficient time permitted through the pacing guide to address prerequisite foundational skills.</p> <p>Special Education students and ELL students did not spend adequate amounts of time immersed in core classroom instruction.</p> <p>Intervention periods were often disrupted or cancelled due to scheduling conflicts, staff absences, or unplanned school-wide interruptions.</p> <p>Data – Formative Assessments There was inadequate disaggregation of assessment data to determine root causes of individual student needs.</p> <p>Special Education and ELL students were not adequately prepared through offered curriculum for district assessments.</p>
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<p>Formative assessments are not regularly used, and disaggregated data from formative assessments are not used adequately to inform instructional decisions.</p> <p>Professional Development The majority of professional development offered by the district did not connect directly with school and grade level instructional needs.</p> <p>Limited to no follow-up, monitoring, and support was provided to ensure effective implementation of new strategies learned through district PD opportunities.</p> <p>School-based professional development opportunities were broad and did not target specific grades or specific student needs.</p> <p>Limited to no follow-up, monitoring, and support was provided to ensure effective implementation of new strategies learned through school-based opportunities.</p> <p>Parents, Family, Community The parents, family, and community are not provided with adequate extended supports to ensure a safe school and community environment for children.</p> <p>Parents and families have not felt welcome into the building in the past and parents have not participated within the school.</p> <p>School safety has been an issue due to numerous</p>	<p>Teachers underutilized resources that could have aided with data-driven instruction.</p> <p>Teachers struggled with managing student data from assessments on district-mandated curriculum software platforms.</p> <p>Professional Development School-wide professional development opportunities were not well-planned or well-timed.</p> <p>Grades K-2 teachers were not provided with sufficient targeted professional development opportunities.</p> <p>Inadequate professional development was provided for teachers on strategies to more effectively work with ELL and Special Education students.</p> <p>There were insufficient professional development opportunities for teachers new to the building, new to the district, and new to the teaching profession.</p> <p>Parents, Family, Community The school has not been successful in securing a high level of parental involvement. We have not offered substantial opportunities for parent involvement. In the past, parent involvement was relegated to attending sporadic after-school programs.</p> <p>School #15 currently has only an emerging partnership with IPS school police. In the past, IPS police were only present within the school for</p>
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<p>stressors within the community.</p>	<p>negative incidents and were not given opportunities to develop positive relationships with students.</p> <p>There have not been adequate supports and interventions in place to sufficiently address gang influences within the school environment.</p> <p>School #15 has a Latino student population of 43% and this population is not being adequately provided with family and community resources in their native language.</p> <p>There is a lack of bilingual social service school providers such as a bilingual social worker and bilingual school psychologist. This limits the outreach possibilities afforded to Latino families.</p> <p>Language barriers limit the school-community coordinator's ability to connect Latino families to community resources.</p> <p>The school has struggled with providing essential information to students and families with limited English skills. Translation requests are often last-minute and therefore are not adequately prepared.</p> <p>There is no bilingual support in the front office to effectively communicate with Latino families. ELL bilingual assistants and teachers were often tasked with the responsibility of interpreting which took away from instructional time provided to students.</p> <p>Strenuous academic calendar and pacing left little time for character education and development or for building student-staff rapport.</p>
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<p>Cultural Competency</p> <p>Cultural competency has not been embedded effectively within the curriculum to ensure that students have exposure to a wide range of global concepts.</p> <p>Much of the cultural instruction provided to students is superficial and disconnected to content areas.</p> <p>Teachers are unaware of students' prior educational experiences and social/cultural history.</p>	<p>Student behavior incidents have increased due to inadequate classroom and school-wide discipline plans, high teacher turnover, and administrative changes. These factors have slowed the development of a cohesive school culture.</p> <p>Cultural Competency</p> <p>There are limited curriculum resources that address multiple cultures.</p> <p>Available curriculum is not utilized sufficiently.</p> <p>Cultural instruction has been limited to holidays and monthly celebrations rather than being infused within the daily curriculum.</p> <p>There have been limited professional development opportunities in regards to culturally competent instructional practices.</p> <p>Students' prior educational experiences and social/cultural history often do not factor into classroom accommodations and adaptations.</p>
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II. Selection of Improvement Model

Based on our findings of the three data sources, the LEA is selecting this model for this school:

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Turnaround | <input type="checkbox"/> Restart |
| <input checked="" type="checkbox"/> Transformation | <input type="checkbox"/> Closure |

➤ **Instructions:** Reflect on the data, findings, root cause analysis, and self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Intervention model selected **Transformation**

(1) Describe how the model corresponds to the data, findings, root cause analysis and self-assessment and led to the selected model.

TRANSFORMATION MODEL for Thomas D. Gregg Elementary School #15

KEY FINDINGS:

Thomas D. Gregg Elementary School #15 is a grade K-6 elementary school facing a number of current challenges that the school leadership team have identified as areas of improvement. Thomas D. Gregg Elementary School #15 views a School Improvement Grant (SIG) as a primary opportunity to focus on improving instruction with the goal of increasing student achievement. In 2012, School #15's ISTEP results showed 38.9% of students passing both the Math and ELA portions of the test- this reflected a 49.7% proficient rate on the ELA portion of the test, and a 55.0% proficient rate on the math portion of the test. Thomas D. Gregg Elementary School #15 is looking to increase these percentages dramatically going forward, and have a vision for actively engaging students in robust content where students are required to think creatively, apply literacy skills across all content areas, and demonstrate their understanding in multiple ways. It will be important to implement a rigorous literacy intervention initiative for below-proficient students to ensure success for all. In reflecting on the data and building-level discussions of needs, the following key findings have been identified:

The key findings and underlying causes at Thomas D. Gregg Elementary School #15 suggest that there is a need for a principal that can “lead the charge” in bringing about a change in culture and expectations of the school community. The curriculum, instruction, and assessments have not been truly data-driven and intentional. It is evident that there is a lack of a true intervention model to differentiate individual students’ instruction and learning and to address their educational needs. There has not been a systematic process for analyzing student data to find and address the gap in curriculum until the 8-Step Process implementation during the 2011-

2012 school year. Even so, implementation of the 8-Step Process at Thomas D. Gregg Elementary School #15 has been ineffective to date in impacting classroom instruction. Furthermore, professional development did occur, but was fragmented and areas of need were not strategically addressed. Also, effective professional development monitoring for incorporation of skills acquired did not occur by administration.

In addition to information gained through the Self-Assessment of Practices in High-Performing Schools survey, the school's Leading Indicators data and Root Causes led to our decision to select the TRANSFORMATION MODEL. The Transformation Model will examine practices/strategies that will increase and sustain student academic achievement within a one to three year period of time. Below, we demonstrate our implementation of the model requirements and how they correspond to the data, findings, root causes analysis and self-assessment.

SCHOOL BACKGROUND INFORMATION:

Mission

Thomas D. Gregg Elementary School #15 staff believes that all children have the capability to learn and deserve an educational environment that provides "Best Educational Practices" in instruction, assessment, and student engagement. Thomas D. Gregg's staff will continuously strive to create and maintain a learning environment that is conducive to students' learning styles, academic needs, social improvement, and cultural backgrounds. All Thomas D. Gregg #15 staff will present a rigorous curriculum that will encourage and drive students to prepare themselves academically and socially to engage in a multicultural, technological, and global society.

Vision

We believe all Thomas D. Gregg Elementary School #15 students have the capability and the need to be literate citizens. We believe all students in the Thomas D. Gregg Elementary #15 community deserve and should expect a safe, clean, comfortable, and respectful educational environment. We believe all students should be engaged in a rigorous curriculum and be held to high standards while still meeting students' various individual instructional needs. Thomas D. Gregg Elementary #15 students will demonstrate good citizenship, value education, are motivated to do their best, and are responsible learners.

The adults in the Thomas D. Gregg #15 school community will strive to uphold the core convictions through their words and actions. All teachers, parents, and community members will act as positive role models for students and will demonstrate respectful behavior at all times. Thomas D. Gregg #15 staff and community members value education and believe students can achieve. Teachers at Thomas D. Gregg will continuously be driven to improve and expand their instructional practices through professional development in an effort

to increase student achievement. Thomas D. Gregg #15 teachers are enthusiastic and motivated to provide the highest quality education to each and every student.

Thomas D. Gregg Elementary #15 students will take pride and ownership in their education. Students will strive to reach their potential by taking advantage of all learning opportunities presented for them. Students will come to a safe, clean, and nurturing environment that will help them achieve their academic goals. Thomas D. Gregg #15 students will maintain positive attitudes towards school and will demonstrate appropriate and respectful behavior so that they may excel in their endeavors.

ELEMENTS OF THE TRANSFORMATION MODEL:

1. Develop Teacher & Leader Effectiveness – REPLACE THE PRINCIPAL

Over the course of two school years, Thomas D. Gregg Elementary #15 has had 3 different principals. Administration played a role in causing a 40% staff turnover within one school year followed by a 20% staff turnover within the first 4 weeks of the 2012-2013 school year. School leadership was a big factor in negatively affecting the staff morale and the overall school climate and culture. Previous leadership led to a decline in the school's overall letter grade, from a C to an F. Therefore, the need for a new transformation principal became clear.

The new transformation principal for Thomas D. Gregg Elementary School #15, Dr. Teresa Baker, was selected by the superintendent based on her instructional leadership and excellence in the area of instructional supervision and evaluation. Dr. Baker has been an elementary administrator for four years. Dr. Baker has demonstrated in each of her administrative assignments the ability to develop teacher leaders and to bring educators and community partners together to improve the instructional opportunities for the students of her school. As magnet coordinator, she has had many experiences implementing innovative programming within schools. She has been a successful educator for 30 years and her passion and drive for student success will help her lead School #15, “an exemplary school in the making,” towards true transformation.

2. Develop Teacher & Leader Effectiveness – RIGOROUS, TRANSPARENT, AND EQUITABLE EVALUATION SYSTEM

Beginning in the 2012-2013 academic year, the Indianapolis Public Schools will utilize the Indiana Department of Education's new model evaluation and development system, RISE. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org)

The RISE model complies with Senate Enrolled Act I states that evaluations must:

- **Be annual:** Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.
- **Include Student Growth Data:** Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.
- **Include Four Rating Categories:** To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling.

School #15 administrators will attend continued professional development to enhance their understanding of the RISE model.

3. Develop Teacher & Leader Effectiveness – REWARDING OF SCHOOL LEADERS/TEACHERS/OTHER STAFF

The process to be used to identify and reward school administrators/instructional staff/non-instructional staff will begin with data collection as it pertains to:

- student performance
- high quality informal walkthroughs
- utilization of formative and summative assessments
- growth in student data based on interim district assessments
- growth in student data based on state-mandated assessments
- leadership capacity
- personal implementation of his/her professional growth plan
- RISE Evaluation System (administrators & instructional staff)
- IPS Evaluation System (non-instructional staff)

Instructional and non-instructional staff members that successfully implement their individual growth plan, as well as being successful on other data points, will have the opportunity to receive a stipend.

4. Develop Teacher & Leader Effectiveness – HIGH QUALITY, JOB-EMBEDDED PROFESSIONAL DEVELOPMENT

To design and deploy effective and sustainable job-embedded professional development, the administrative team and instructional staff will work to create a school culture of collaboration and a community of learners through the PLC (Professional Learning Community) process. The building administration will provide professional development leadership to the school in the areas of curriculum, instruction, and assessment. The building administration will build school capacity by developing and sustaining leadership through support and guidance to school leadership teams and whole-school faculty teams. Additionally, the administration will provide a “linkage” between professional development and technology, integrating 21st Century Skills into the culture of the school.

Furthermore, the external partner at Thomas D. Gregg Elementary #15 will provide school-wide professional development to improve instruction with on-site (daily) instructional coaching and continue the rigorous work with Scholastic Achievement Partners (EXTERNAL PARTNER). In order to ensure the greatest impact on student achievement, it is critical to develop a more collaborative, systematic professional learning plan targeting effective instructional practices that are aligned with the goals of the School Improvement Grant and the school improvement initiative. What distinguishes the novice teacher from an accomplished one is the degree of sophistication in the application of knowledge and skills. Teachers must not only be equipped with the proven teaching and learning strategies that will have greatest influence, but also have supports in place for ongoing, job-embedded professional learning within a collaborative culture that allows teachers feedback and specific guidance. A variety of delivery options will be offered, including face-to-face, online, and job-embedded coaching. In order to personalize learning for every teacher and leader, job-embedded coaching will offer the greatest opportunity to assess individual needs, provide specific and targeted guidance (modeling, demonstrations, co-teaching, co-planning, observations, feedback), and support continuous improvement with instructional practices. Online support will provide anytime, anywhere access to continue teachers’ professional growth.

Focus areas will include:

For All Teachers

- High-leverage engagement strategies to increase levels of thinking and application in all classrooms
- Common literacy instructional strategies, with specific emphasis on vocabulary, informational text, and literary text
- Integration of science, math, and technology practices centered around an aerospace/flight theme

For Literacy Intervention Teachers

- Intervention strategies and routines for struggling readers

Scholastic Achievement Partners will implement the professional learning plan via the following means:

- A 2-day Instructional Excellence Institute targeting focused areas, to be held early in implementation
- Online Learning: Teachers will be enrolled in online learning courses via the Scholastic U platform. Courses will be based on alignment to the focus areas listed above.
- Common planning time/STPTs to model, demonstrate, discuss, and debrief
- Job-Embedded Coaching at a frequency of 1x per month for all teachers and 2x per month for teachers who needing additional support. Support will be provided by Scholastic Achievement Partners, and will consist of the following key elements:
 - Coach will work with each teacher to develop a personalized plan for growth and development in instruction (based on common vision)
 - Coach will observe and track fidelity of implementation of recommended instructional techniques
 - Coach will provide side by side assistance and reflection/de-briefing

As part of this initiative Scholastic Achievement Partners and the School #15 Leadership Team will identify degrees to which key instructional improvement initiatives are being implemented with fidelity and create reports summarizing this for the purpose of tracking progress over time.

Thomas D. Gregg Elementary School #15's professional learning plan will include rigorous means for measuring changes in instructional practices. School #15's leadership team will work with Scholastic Achievement Partners to create observational rubrics for each of the desired instructional behaviors. These rubrics, which will be on a 4-point scale, will be administered three times per year (October, January, May) so that progress can be measured from initial baseline information. These rubrics will also correspond to the Collaborative Review of Instructional Practices that will occur as part of the needs assessment process.

Two (2) Certified Teachers/Interventionists will be selected by the transformation principal for full-time assignments at Thomas D. Gregg Elementary School #15. The Interventionists will be available to cover classroom instruction while classroom teachers observe the effective practices of their colleagues and participate in professional development opportunities. The interventionists will understand building routines and procedures and can ensure that learning continues while teachers are away from their classroom students. Additionally, the Interventionists will provide remediation, modeling of instructional practices, and will also participate in ongoing professional development. All student remediation needs will be intentionally designed and met in a timely manner. The interventionists will support efforts to fully implement the 8-Step Process in a manner that does not reduce core class time with

students. The instruction will target student deficiencies as revealed by the formative assessments. One Interventionist will be responsible for grades K-2 and one for grades 3-6.

SIG funding will permit teachers to be paid stipends for extra-curricular work to be performed outside of the school day.

Implementing a Technology Learning Initiative will provide students in grades K-6 with 21st century skills. Students will require access to digital devices to be able to access online research sites and collaborate to complete projects. Over the course of the three-year grant period, Thomas D. Gregg Elementary School #15 will purchase iPad carts to extend exposure to technology and enhance classroom instruction. Additional technology such as Smart Boards, wireless keyboards, response clickers, Rosetta Stone software, etc. will be purchased over the three years to further enhance 21st century skills and connect to Thomas D. Gregg's #15 aerospace and flight initiatives. Teachers will require training to build their capacity for integrating technology and support in-class use of digital devices. A technology consultant will provide service and will maintain inventory of equipment to ensure that technology is consistently up and running. Professional development will be provided by the technology consultant as well as current IPS technology specialists.

Thomas D. Gregg Elementary School #15 will employ a behavior interventionist. A behavior interventionist is an integral part the school's goal of reducing suspensions and time out of the classroom due to behavior issues. A key goal is to maintain the integrity of student learning time in the classroom, and to empower teachers with training on skills that can reduce teacher-student conflicts. Teachers will have opportunities to engage in two levels of on-going training: one on overall classroom management, and another specific to individual students as suggested by the behavior interventionist. The behavior interventionist will also guide students with self-management skills.

The behavior interventionist and principal will attend an intensive training in October put on by the National Behavior Intervention Team Association (NaBITA). They will receive certification in utilizing the Structured Interview for Violence Risk Assessment (SIVRA-35), a comprehensive risk-assessment and learning how to provide staff with valuable strategies for positive behavior interventions. The goal of this training is to give administration and the behavior interventionist the skills to help build teacher capacity in managing student behavior effectively.

5. Develop Teacher & Leader Effectiveness – FINANCIAL INCENTIVES/PROMOTION/CAREER GROWTH/FLEXIBLE WORK CONDITIONS

This School Improvement Grant provides the opportunity for effective teachers to be identified as a “teacher leader”. Identified teacher leaders at Thomas D. Gregg Elementary School #15 will form the Instructional Leadership Team (ILT) and will include representation from primary grades, intermediate grades, Special Education, Title I, and English as a New Language departments. The ILT members

will attend an Instructional Leadership Institute to build a solid foundation of instructional leadership skills such as creating Individual Leadership Growth Plans with the support from administration. Leadership Growth Plans will continue to serve as benchmarks for growth and improvement efforts specific to a new cohort of participants. They will provide information to create actionable individualized plans that will foster building-wide leadership capacity and effective instruction; facilitate development of individualized leadership growth plan for every member; and conduct monthly executive coaching for every leader to ensure progress toward the Leadership Growth Plan.

Members of the ILT will receive an annual service stipend for their extracurricular work. Additionally, building administration will support issues and concerns from new teachers and newly hired teachers. An orientation program will include differentiated support for teachers who have been in the profession between one and five years. Furthermore, differentiated support and professional development opportunities will be provided for teachers who have been in the profession for five years or more. Content specific support will be available from the Curriculum & Instruction division of IPS. Additional information on community-based external professional development opportunities regarding effective strategies in content area instruction will be provided to teachers.

6. Increasing Learning Time and Creating Community-Oriented Schools – INCREASED LEARNING TIME

To truly accelerate learning for students who are far behind and for whom non-academic challenges are prevalent requires more time—with intense, targeted interventions provided by highly-effective instructors. Additionally, students need various enrichment opportunities that will help extend learning beyond the classroom. Extended-time learning opportunities for students at Thomas D. Gregg Elementary School #15 will consist of the following format:

- 30 minutes before school – Five (5) days per week
- One (1) hour, after school – Five (5) days per week

A key element of the 8-Step Process is the continuous use of data to determine which students have mastered content covered over a period of time, and which students need additional support. Extended-time learning opportunities will be in addition to the data-driven instruction received daily during the 8-Step Process “SUCCESS” period as well as built-in “B.A.R.K.” (Bulldog Academic Review Knockout) periods designed to provide students with cumulative review opportunities throughout the school year.

Teachers will be selected to provide extended-time learning opportunities for students based on their commitment to student achievement and Effective or better evaluations. Those meeting selection criteria will be paid a universal hourly rate to provide (a)

before-school instruction; and/or (b) after-school enrichment. Teachers will submit an application indicating if they would like to teach remediation, enrichment, or both. Applications will be reviewed by administration and the Instructional Leadership Team. Applications will not be accepted for teachers that rate as “Ineffective” or “Needs Improvement” in Domain 2 – Instruction on their most recent Evaluation (current score). If there is no current score due to a timeline conflict, the previous year’s evaluation may be used. If the teacher is new to the profession and has no Domain 2 rating, an exception may be made by the building principal or the after school program coordinator.

If more acceptable applications are received than those positions available, a lottery will take place. The names of the teachers will be selected at random until all positions are filled.

Teachers will be recruited for a variety of roles for Extended Day activities: Content Teachers (E/LA, Mathematics, and Science), Special Populations Teachers (ELL and Special Education), Special Area teachers, Remediation Tutors, Technology, and other enrichment-based special areas.

Enrichment for Tier I students will be interest-driven and will seek to provide students with necessary experiences to enhance their education. More specifically, enrichment activities will focus on cooperative skills, problem-solving, 21st Century skills, and related arts experiences. Tier II students will have a blended program of interest-driven enrichment and remediation based on targeted academic needs. Based on students’ performance on formative assessments (ISTEP and Acuity Predictive Benchmarks) and classroom performance, Tier III students attend after-school tutoring in core academic content support for English/Language Arts, Mathematics, Science, and Social Studies for four (4) days per week and one (1) day per week of interest-driven enrichment. Prior to beginning tutoring, a 30 minute Homework and Study Skills Support time will be implemented. Homework and Study Skills Support will run from 3:30-4:00pm and tutoring/enrichment will operate from 4:00-5:00.

7. Increasing Learning Time and Creating Community-Oriented Schools – FAMILY AND COMMUNITY ENGAGEMENT

In an effort to increase parent and community involvement and visibility throughout the school, Thomas D. Gregg Elementary School #15 will create an in-house Parent and Community Involvement Center. The School Community Coordinator/ Parent Liaison will be responsible for operating and maintaining this room. The Parent and Community Involvement Center (PCIC) will serve as an inviting hub for a multitude of services, information, and education geared for families. Over the three-year grant period, resources available through the PCIR would include Parenting and Child Development classes, English Language Learning opportunities, Uniform assistance, Information on community resources, Classes on effectively assisting students at home, Community Partner Outreach, GED online access, and Internet access. School #15 departments such as Title I, Special Education, and ENL will collaborate with the School

Community Coordinator/ Parent Liaison to develop and implement Family Enrichment Programming specific to student and family needs within the community.

Thomas D. Gregg Elementary School #15 has a high proportion of Latino students (approximately 297 students or 43% of the total student population, the largest subgroup at the school). Our Spanish-speaking families have been underserved because of the lack of adequate bilingual staff. It begins in the office, with an English-only staff reliant on interrupting instructional time of the limited number of bilingual staff at the school to communicate with Latino parents and students. The disconnection continues in other critical areas: counseling, social work, and family/community outreach. The current school-based counseling service has not adequately provided services to limited-English speakers because of language impediments (only 1 family in 5 years has been served). School #15's Latino students experience similar issues as non-Latino children, such as bullying, poor self-image, and poverty. School #15's Latino students also experience stressors unique to Latinos, such as fears of deportation, negative media images and voiced criticisms of brown immigrants, being targeted for crimes, and finding a balance between culture and acculturation. Latino students typically outperform their non-Latino counterparts, but not at School #15. The addition of a full-time bilingual social worker/counselor will positively benefit students and will impact learning and academic success for School #15's large Latino population.

Thomas D. Gregg Elementary School #15 has been confronted with issues of bullying, aggression, and gang-related activities. There is a community and school culture of distrust concerning police and other authority figures. This has inhibited effective protection, prevention, response, and advocacy on behalf of affected students. There is an identified need for collaborating with IPS police staff so that teachers, students, and families can become better informed and feel secure, thus promoting a positive, safe learning environment. Just as teachers need to build bonds with students to be more effective educators, there need to be opportunities to establish trust between students and police. Increasing police presence and having a police officer present during the Extended Day portion of school will provide protection, an increased sense of safety, and on-going opportunities to develop positive bonds with students and families.

8. Comprehensive Instructional Reform Strategies – EXTERNAL PROVIDER

Thomas D. Gregg Elementary School #15 has selected Scholastic Achievement Partners as its External Provider. The school leadership team is placing an intensive focus on strategies to increase student achievement, and sees a School Improvement Grant (SIG) as a primary tool to accomplish these goals. Principal, Dr. Teresa Baker, described a number of current challenges and desired areas of improvement that could be addressed by SIG funding and through a partnership with Scholastic Achievement Partners.

Challenge #1: There is a need for a more innovative approach to math and science curriculum at Thomas D. Gregg Elementary School #15. The school leadership team has conceptualized an exciting and innovative approach to its curriculum through the creation of an

aerospace and flight-theme that will be used to deliver math, science, and technology curriculum and also tie in other subject areas as well. The school needs assistance in developing and implementing this curriculum. Additionally, there is a real need to ensure that desired literacy instruction is embedded in this curriculum.

Challenge #2: There is a great need to dramatically improve literacy instruction school-wide. School leadership described a clear need for development of literacy instructional skills school wide, particularly in the areas of literary text, informational text, and vocabulary development. While there are additional resources to assist with the development of literacy instruction in the early grades (through other partnerships) there is a real need for additional approaches at grades 4-6 in particular.

The following Findings detail the greatest areas of need:

Finding: There is a need for a more innovative approach to math, science, and technology curriculum.

Thomas D. Gregg Elementary School #15 has a desire to integrate math, science, and technology and understands that students must have a solid foundation in content knowledge, along with the skills to apply science and math concepts to further understand the world around them. Given the importance of science and mathematics in the 21st Century, the school leadership team has conceptualized an aerospace and flight-themed approach that would require students to engage in scientific investigations and mathematical problem solving to accomplish this vision. It has also been recognized that students need sustained opportunities to work with and develop the underlying ideas across grade levels and have access to technology to research, to support learning, and to communicate their understanding.

Finding: There needs to be an intensive and targeted focus on school-wide literacy instruction to maximize student achievement.

There is a clear need to develop literacy instructional skills school wide, focusing on a key set of high-impact strategies that would be implemented in every classroom, every day. These strategies would ensure that students are actively engaged in reading, writing, listening, speaking, thinking, and representing their understanding. Through this whole-school effort, teachers, students, and staff at School #15 will develop a common language and a common set of literacy-focused strategies in every classroom, designed to accelerate student achievement.

Finding: A collaborative culture of professional learning and instructional excellence needs to be established to develop and retain quality educators and reduce staff turnover.

The school leadership team understands that collaboration among teachers improves practice and builds a community of learners through collective inquiry, discussion, and decision-making about teaching and learning. This includes participating actively as a team member to work toward a common vision of instructional excellence, giving and receiving feedback on practice, examining student work, and taking responsibility for ongoing professional growth. When teachers are part of a broader learning community, they feel a mutual responsibility for increasing student achievement and valued as contributing members of the success of the school, staff, and students. It is the intent of the school leadership team to create a culture of continuous improvement where teachers choose to remain at the school to contribute to the overall vision and goals.

9. Comprehensive Instructional Reform Strategies – STUDENT DATA & DIFFERENTIATION OF INSTRUCTION

Thomas D. Gregg Elementary School #15 will implement the 8-Step Process with fidelity as defined by IPS. This will entail:

- Disaggregating assessment data regularly, including Acuity Predictive data and ISTEP results
- Creating and maintaining a calendar and timeline of periodic formative assessments and summative assessments.
- Determining an instructional focus based on assessment data from Acuity and instructional calendar. Provide continuous professional development opportunities for teachers to become more proficient at targeted instructional strategies.
- Administering brief assessments every three weeks. Teachers will engage in Learning Log meetings to analyze student assessment results in order to
 - o determine how students performed and their specific areas of strengths and weaknesses
 - o identify classrooms where overall performance was strong and share the effective practices that influenced those results
 - o problem-solve instructional and student-specific issues
 - o group students for additional support through remediation, maintenance, and enrichment during school-wide “SUCCESS” time
 - o Identifying and creating additional interventions for at-risk students, including assigning students to individualized instructional programs provided by Scholastic such as Do the Math, Read 180, System 44, and iREAD
- Monitoring student progress through regular cumulative review opportunities provided through the daily B.A.R.K. time.

- Monitoring implementation through regular fidelity checks conducted by administration and ILT members.
- Employing the building data coach to manage student data through the implementation of data walls.

Thomas D. Gregg #15 will continue to implement B.A.R.K. (Bulldog Academic Review Knockout). B.A.R.K. is an intervention developed by the Instructional Leadership Team and implemented during the 2012-2013 school year. Calendars will be developed for each grade level with core math standards listed daily (one standard a day). Wednesdays will be designated as cumulative review days to target those previous week's standards that required additional practice and examination. B.A.R.K. was piloted during the spring of 2013 and was conducted in the mornings as an intensive 30 minute block with push-in support from Title I, Special Education, ENL, and Instructional Interventionists. B.A.R.K. has been successful in differentiating instruction and in providing needed remediation in core and foundational math skills. Teachers and students have expressed enthusiasm for B.A.R.K. and therefore will be continued with fidelity.

Scholastic Achievement Partners will support Thomas D. Gregg Elementary School #15's efforts to use data to identify and implement an instructional program that is research-based and vertically aligned by grade level as well as aligned to state academic standards. Support will be provided by the following:

Literacy

In order to support the needs of struggling readers and to accelerate their performance to meet grade-level standards, School #15 will implement proven and intensive interventions for below-proficient readers in K-6. Each of these is designed to provide systematic and intensive intervention, to identify individual gaps and personalize learning, to use the power of technology for engagement, motivation, individualized feedback, and progress monitoring, and include support for English Language Learners and Special Education students. The following interventions have all been aligned with the College and Career Ready standards, as well as state standards.

- iRead (K-2) is designed to ensure mastery of all K-2 foundational reading skills, including phonological awareness, phonics and word recognition, spelling and encoding, and fluency.
- System 44 (3-6) also focuses on foundational reading skills, but respectfully motivates older struggling readers with age-appropriate topics and motivating text and video to build the basics of vocabulary, phonics, spelling, and fluency, while connecting all learning to meaning.
- READ 180 will support struggling readers in grades 3-6, and it includes leveled texts, exciting nonfiction, individualized/adaptive software, teacher-directed instruction, and ongoing data reports for ownership and accountability. READ 180 continues to build on the foundational reading skills of vocabulary, spelling, phonics and word study, ensuring students are making meaning and developing solid comprehension skills.

Students will be placed in the appropriate intervention through the use of a computer assessment, designed to identify reading level and skill analysis. This is supported by other measures of assessment and observations by the teacher for accurate placement.

- iRead (K-2) uses a leveled, adaptive screener assessment places students in the intervention where they progress at their own rate through a continuous set of developmental topics with a personalized learning path through the program.
- READ 180/System 44 (3-6). Students will be placed in the appropriate 3-6 intervention based on results of the Scholastic Reading Inventory as the initial screener. For students who demonstrate lower reading levels and who may not be ready for the more challenging skills and text of READ 180, those students are given a secondary assessment, the Scholastic Phonics Inventory, to confirm accurate placement and level of need.

Mathematics

In order to support the needs of struggling math students and to build foundational skills, School #15 will implement a proven and intensive intervention for students in grades 2-6. FASTT Math Next Generation will be used to ensure mastery of all math facts in all four operations in order to succeed in higher-order mathematics. FASTT Math Next Generation's adaptive technology creates an individualized learning progression for every student, and embedded assessment ensures math fact mastery. FASTT Math Next Generation adapts daily instruction according to an individual student's performance. Results from the Placement Assessment are used to build an individualized Fact Grid that highlights the student's fluent and non-fluent facts and selects facts for instruction. The program makes adjustments continually so that each student receives the targeted instruction and practice needed to gain automatic recall of all facts.

10. Comprehensive Instructional Reform Strategies – PROMOTE THE CONTINUOUS USE OF STUDENT DATA TO INFORM AND DIFFERENTIATE INSTRUCTION

Use of data to inform instruction is a key element in the implementation of both school-wide instructional strategies and literacy and math interventions.

District pacing guides will be utilized to provide students with core instruction. Thomas D. Gregg Elementary School #15 will utilize Acuity assessments to provide ongoing student achievement data in both ELA and Mathematics that will inform instructional decisions. Acuity Predictives will be administered three (3) times per year. Student data derived from each Predictive will be disaggregated to determine specific areas of student learning needs that will then guide teachers in developing effective data-driven interventions.

The 8-Step Process will provide the framework for the implementation of a three-week assessment cycle using school-created assessments that focus on high-rigor, high-relevance questions in Mathematics. These assessments will provide data needed to plan and

implement data-driven intervention during the daily 30 minute SUCCESS block.

Scholastic Achievement Partners will collaborate with School #15 to provide the following data-driven interventions in Literacy and Mathematics.

Literacy

Interventions: Each of these literacy interventions (iRead, READ 180, System 44) has a robust data management system that provides teachers, leaders, and students with actionable and detailed data on performance to continuously monitor, adjust, and scaffold instruction. This data drives placement, grouping, instructional guidance, and progress monitoring.

- A Student Dashboard promotes ownership of their learning, which is an integral part of the personalized learning experience. Students are able to see and track frequent evidence of progress, which leads to perseverance and motivation.
- The Teacher Dashboard helps build the capacity of effective teachers by providing ongoing student performance data on key skills, usage, mastery, and alerts teachers when students are performing below expectations.
- The Leadership Dashboard provides visibility into student data, enabling them to achieve a greater level of implementation fidelity, resulting in higher student achievement.

Mathematics

Intervention: FASTT Math Next Generation has a robust data management system that provides teachers, leaders, and students with actionable and detailed data on performance to continuously monitor, adjust, and scaffold instruction. This data drives placement, grouping, instructional guidance, and progress monitoring.

- Student data promotes ownership of learning, which is an integral part of the personalized learning experience. Students are able to see and track frequent evidence of progress, which leads to perseverance and motivation.
- Teacher data helps build the capacity of effective teachers by providing ongoing student performance data on key skills, usage, mastery, and alerts teachers when students are performing below expectations.
- The Leadership Dashboard (FASTT Math Next Generation) provides visibility into student data, enabling teachers to achieve a greater level of implementation fidelity, resulting in higher student achievement.

11. Comprehensive Instructional Reform Strategies - PROVIDE ADDITIONAL SUPPORTS TO TEACHERS AND PRINCIPALS TO IMPLEMENT STRATEGIES TO SUPPORT STUDENTS WITH DISABILITIES AND LIMITED ENGLISH PROFICIENT STUDENTS

The intervention programs School #15 is implementing are specifically designed to address the needs of students with disabilities and

limited English proficient students. These programs, developed by School #15's partner Scholastic, help teachers meet the needs of Special Education students by addressing Response to Intervention criteria, providing materials to differentiate instruction and pacing, and facilitating the development of strong Individual Education Programs (IEPs). Supports include:

- Individual Education Program (IEP) Supports - Point of use data and reports allow teachers and parents to measure student progress toward annual IEP goals, both academic and behavioral.
- Multisensory Instructional Resources - Visual, auditory, tactile, and kinesthetic tools help teachers differentiate instruction.
- Universal Design for Learning (UDL) Principles - The Software aligns with the core principles of UDL, providing multiple means of presentation, expression, and engagement.
- Positive Behavioral Intervention Systems (PBIS) Supports - Multiple print and digital resources support the implementation of positive behavioral intervention at all Instructional Tiers.

These programs also provide direct instruction and individualized practice for English Language Learners based on a systematic scope and sequence. Features include:

- Vocabulary Support through Imagery - Images are provided for words in the Software. Additional support is provided for words that are difficult to image (concept words and verbs).
- First Language Support in Spanish - At any point during the Software instruction, students can click on any word and receive a translation in Spanish.
- Pronunciation Modeling - In literacy programs, sound & articulation videos help teachers to model correct academic pronunciation of all sound-spellings taught in the program.
- Multicultural Content - Age-appropriate, multicultural content found across all components that reflect ethnic, cultural, and linguistic diversity.

In addition, professional learning efforts will explicitly include instruction on strategies and supports to give teachers the skills they need to support special populations.

The types of support in the READ 180 program are indicative of this approach.

READ 180 Next Generation includes many supports that are beneficial to English Language Learners who are struggling with reading comprehension and fluency. All English Language Learners benefit from the individualized instruction provided by the software, along with immediate corrective feedback that has been found to be particularly helpful to non-native English speakers. The software also provides vocabulary supports, captioning of Anchor Videos, supports in the online “eRead” books provided and parent materials for five major world languages, and Spanish translations that can help students with beginning and intermediate English proficiency levels access the texts and experience success.

Teacher-led instruction in READ 180 Next Generation also incorporates multiple supports for English Language Learners. Extensive tools for differentiating instruction, including the Teacher Dashboard, help teachers efficiently identify English Language Learners’ needs and provide them with the targeted support that is crucial for success. The program’s emphasis on developing academic language and vocabulary reflects practices that have been shown to be particularly effective for English Language Learners, who may struggle with academic language even if they are comfortable with conversational English. Similarly, English Language Learners benefit from supported practice with speaking and listening in the classroom and opportunities to collaborate and discuss concepts with peers.

Like native English speakers, English Language Learners are able to apply and practice their learned skills with Audiobooks and independent reading books that are leveled so that students can experience frequent success with reading. The multicultural content found across all components of READ 180 Next Generation reflects ethnic, cultural, and linguistic diversity, helping English language learners find a sense of belonging in their new environment.

With respect to Special Education students, READ 180 Next Generation instructional materials are designed with the principles of Universal Design for Learning, to facilitate access to the curriculum for all students. A multisensory instructional approach allows for multiple means of representation of learning materials. For example, the software, independent reading books, Audiobooks, Anchor Videos, the eBook, and teacher-directed lessons offer variety in means of accessing lesson content. In addition, the software includes support options to adjust for visual and auditory impairments, including captioning of Anchor videos, an alternate color scheme, and a button rollover feature that provides a text label as well as an audio prompt for the software buttons.

READ 180 Next Generation offers students multiple means of expressing their learning through words and writing. In the software, students read and record text passages to practice and demonstrate fluency. All software, paperbacks, and Audiobooks include QuickWrites and graphic organizers to allow students to show comprehension in a way that meets their needs. Assessments in both software and print format offer multiple means for students to demonstrate their knowledge.

READ 180 Next Generation offers a wealth of resources for differentiating and adapting instruction based on students' needs. The Topic Software provides individualized instruction, along with immediate corrective feedback accompanied by modeling and guided practice. By constantly collecting ongoing data about student performance, the software provides critical information for teachers about student progress and individual needs. The Teacher Dashboard allows teachers to efficiently group students according to their needs for targeted follow-up instruction, while the Student Dashboard encourages students to take ownership over their own learning.

The iRead program, which will be used for K-2 students, is also a strong fit for Students with Disabilities and English Language Learners. iRead adapts to the individual needs of every student, providing systematic review, individual feedback, and multiple opportunities to test for mastery. At the beginning of the school year, the iRead Screener feature evaluates each student's reading readiness and skills, and then places the student in the appropriate unit of instruction.

iRead differentiates instruction in three ways: in its pacing, in the amount of practice, and in instructional content. Students' progress through iRead lessons at a pace that best suits their needs. FastTrack assessments at the beginning of each series of lessons identify students whose level of prior knowledge and proficiency permits them to move through the series more quickly. These students may skip guided practice activities that less-proficient students would need, and proceed directly to activities that involve encoding, vocabulary, and reading connected text. Less-proficient students will engage in these same activities after receiving the guided practice they need.

iRead adapts the amount practice students receive as well. All lessons start with a set of sounds or words for study, with periodically embedded Show What You Know activities that function as gates for demonstrating mastery of a given skill. If students' responses indicate they are not yet at the mastery stage, they receive additional cycles of instruction and more opportunities to practice, as well as activities that mix both new and repeated content so that the lesson continues to be fresh and engaging.

Students also receive customized support for persistent areas of difficulty. For instance, if a beginning reader is having difficulty with a particular phoneme, or sound-spelling in isolation, that sound-spelling will appear more frequently in subsequent lessons to provide further opportunities for guided practice. Throughout iRead, the corrective, adaptive feedback is tailored to individual student errors.

English Language Learners are supported too, as iRead builds on the language abilities that they already possess to promote comprehension, conceptual understanding, and contextual knowledge of information presented in the English language through photographs, animations, videos, and audio support. Vivid examples and images give Spanish-speaking students at various stages of English language acquisition access to Tier 1, 2, and 3 words, to ensure meaning and develop transfer of cultural knowledge. Spanish translations and/or cognates for all target words help Spanish speakers connect new words to known words in Spanish.

12. Comprehensive Instructional Reform Strategies – CONDUCT PERIODIC REVIEWS TO ENSURE THE CURRICULUM IS IMPLEMENTED WITH FIDELITY

Periodic reviews will be accomplished in two ways. First, the new intervention programs that are being implemented have extensive wrap-around implementation support, with each participating teacher receiving an implementation support visit 1-2 times per months. The School #15 leadership team will work with Scholastic to implement a technology-based implementation fidelity checklist (the Implementation Fidelity Reporting System, or IFRS) which will be used to systematically gather the status of key implementation success indicators. This will help to ensure that all new intervention programs are being implemented with fidelity.

In addition, as part of School #15's Professional Learning Plan (described above), a rubric of effective instructional practices will be used to ensure that the teaching capacity of the staff is being expanded. This rubric will contain elements and data points related to overall implementation success.

13. Provide Operational Flexibility and Sustained Support – OPERATIONAL FLEXIBILITY

Operational flexibility has been granted to Thomas D. Gregg Elementary School #15. Because of its transformation status, this School Improvement Grant will supplant the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed specifically to assist Thomas D. Gregg Elementary School #15 students to achieve. Operational flexibility extends to selecting and removing faculty members unable, or unwilling, to promote student achievement. The building principal will have decision-making authority. The principal will utilize staff, within the confines of their certification, to best meet the academic needs of students.

14. Provide Operational Flexibility and Sustained Support – TECHNICAL ASSISTANCE & SUPPORT

Through the resources provided under the SIG grant, Indianapolis Public Schools (IPS) enters into a multi-year plan to transform its persistently lowest-achieving schools. District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.

(2) Describe how the model will create teacher, principal, and student change.

Under the Transformation Model, Thomas D. Gregg Elementary School #15 will implement several initiatives to address the needs and gaps identified by the school leadership team. To this end, School #15 will engage in a collaborative planning and implementation effort with Scholastic Achievement Partners, a part of Scholastic, Inc. Scholastic Achievement Partners provides schools and districts with targeted support for comprehensive school improvement with a proven record of success to assist in building capacity and sustaining improvement efforts.

The school improvement initiative is focused on the following key priorities, which are described in greater detail under “Required Elements” and “Permissible Elements” for the Transformation Model.

Focus Goal #1: Conduct Data Driven Literacy/Instruction Needs Assessment and Collaborative Planning

Thomas D. Gregg Elementary School #15 and Scholastic Achievement Partners believe that beginning the school improvement effort with a robust, data-driven needs assessment will clearly define trends, needs, and gaps to further refine project goals and action steps. The school leadership team will use the valuable data gained through this process to collaboratively plan for success. Just as importantly, the data serves as an important tool to communicate back to Thomas D. Gregg Elementary School #15 faculty and staff to focus their efforts and to gain buy-in. For Thomas D. Gregg Elementary School #15, a primary focus will be placed on literacy, instruction, and the readiness of the school’s culture to pursue a large-scale academic improvement initiative. The needs assessment would include:

- **Deep Dive Review of School Data:** Scholastic Achievement Partners will critically analyze student achievement data, looking for trends and insights that can be used to refine their plan, with a special emphasis on literacy performance.
- **Collaborative Review of Instructional Practices:** Via observation and consultation, a team of consultants from our external provider, Scholastic Achievement Partners, will do side-by-side walk-throughs with the building instructional leadership team to examine instructional practices relative to a rubric of best practices as demonstrated by the nation’s highest performing and most rapidly improving schools. This effort will highlight gaps and produce actionable recommendations that will guide efforts to improve teacher effectiveness.
- **Assessment of School Climate and Culture:** Using Scholastic Achievement Partner’s proprietary survey tool (the WE™ Survey Suite, developed under a grant from the Gates Foundation), the beliefs and attitudes of key stakeholders with regards to school environment and culture will be measured. These surveys (WE LEAD™ WHOLE STAFF SURVEY, WE TEACH™ INSTRUCTIONAL STAFF SURVEY, WE LEARN™ STUDENT SURVEY, and WE SUPPORT™ COMMUNITY SURVEY) ask teachers, students, and parents/community members to share their feedback and opinions on where opportunity for improvement exists.

Scholastic Achievement Partners will produce a final report at the conclusion of the needs assessment process that will be used as the basis for planning.

Upon conclusion of the needs assessment, a series of working sessions (2-3, 1-day periods) will be scheduled to review and analyze the results of the data collected. Scholastic Achievement Partners will then work together with the Thomas D. Gregg Elementary School #15 leadership team to collaboratively craft a plan for improvement and partnership. The resulting plan will include a detailed assessment of identified gaps, a schedule of key activities, deliverables, and milestones, a statement of key goals that need to be accomplished, identification of metrics for tracking progress, and assignment of team members for follow up and implementation.

As part of this plan, Scholastic Achievement Partners will also work to build a strong consensus around the instructional and leadership vision for the school.

Focus Goal #2: Assistance in planning and implementing an Aerospace/Flight Themed Curriculum for math, science and technology instruction

In collaboration with our external partner, Scholastic Achievement Partners, a team of building leaders and lead teachers at School #15 will develop a comprehensive set of curriculum maps for math and science, with special attention to project-based thematic units focusing on Aerospace and Flight. Scholastic Achievement Partners will facilitate an approach that will result in a cohesive and comprehensive curriculum for math and science that purposefully connects standards, instruction and assessment. Through participation in the process, participants will gain a deeper understanding of the standards, allowing them to design related formative and summative assessments and engaging learning activities to prepare students for college and careers. These units will embed literacy into the content areas and bring a hands-on problem-solving orientation to these critical subject areas.

Scholastic Achievement Partners has expertise in curriculum mapping and design, and will guide Thomas D. Gregg Elementary School #15 staff through the curriculum development process. This process will include the development of curriculum maps, assessments, and classroom lessons that address all elements of the K-6 Standards for Mathematics, as well as current science standards, with special attention to Aerospace and Flight project-based thematic units. Scholastic Achievement Partners will work with a Curriculum Development Team consisting of the building leadership team and lead teachers, who will then follow this process to design and implement a comprehensive math and science curriculum. Involving teachers within this collaborative approach in the creation of the curriculum is key in building staff capacity as they will implement a curriculum with greater fidelity when they have input into the development of the curriculum. In addition, Thomas D. Gregg Elementary School #15 has a number of faculty members who are

passionate about and interested in aerospace and flight, and this will enable them to be engaged in the process. Working vertically on the curriculum maps and units will ensure that all standards are adequately addressed at the grade level for which they are intended.

This work will communicate a sound process for creating effective units of instruction that the school can apply to developing all of the units in the curriculum maps for grades K-6. It will also support teacher implementation of effective instructional practices and building teacher capacity. The following approach will be used to accomplish the work of developing and supporting the curriculum with the identified team:

- August-September: Professional Learning focused on the process of curriculum mapping and curriculum development, resulting in one unit at each grade level, to include –
 - Overview of purpose/process of curriculum mapping (1 day)
 - Creating Pacing Guides/Scope and Sequence: sorting the standards into units, selecting one unit on which to focus (1 day)
 - Deconstructing the math and science standards for the selected unit (1 day)
 - Developing Assessments for the selected unit (2days)
 - Aligning Learning Activities (unit/lesson development) for the selected unit (2 days)
- October-May: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. (30 days)
- Prior to School Start – May: Aligned professional learning courses to support development of teacher pedagogical and subject content knowledge to support effective teaching of the grade level content identified in the curriculum maps (12 days throughout the year, interspersed with coaching)
- September-May: Group and Individual Coaching to support classroom implementation (6 sessions of each per teacher, 1-2 sessions per month)

Scholastic Achievement Partners will also aggressively pursue partnerships with organizations that have expertise in STEM education and in aerospace/flight to provide resources and assistance in the development of our curriculum. The following is an initial list of organizations that will be contacted regarding collaboration around our innovative approach to math and science curriculum.

- The Jemison Group: Founded by NASA astronaut Mae Jemison, the Jemison Group focuses on providing meaningful STEM education experience for young learners. School #15's partners at Scholastic Achievement Partners have a contact at this group.
- Exxon-Mobil Foundation/Mickelson Exxon Mobil Teachers Academy: A partnership between Exxon Mobil and golfer Phil Mickelson, the Mickelson Exxon Mobil Teachers Academy brings together top teachers every year for intensive support in

enhancing instructional practices for STEM. School #15's partners at Scholastic Achievement Partners, through their subsidiary Math Solutions, have directly led the math instructional pieces of this program for many years.

- Experimental Aircraft Association (EAA): which has a young learner aviation program
- Local and regional military/US Air Force assets
- Local and regional Air Force and Naval ROTC programs
- Local aviation flying clubs

Focus Goal #3: Building staff capacity in literacy instruction

In order to accomplish Thomas D. Gregg Elementary School #15's goal of developing and retaining a team of highly-qualified, professional educators who will continue to positively impact student achievement, School #15 will create and implement a systematic professional learning plan focused on consistent implementation of high-impact strategies for literacy instruction. Specific focus will be put on developing core strategies to foster student engagement with informational text and literary text, as well as building specific skills around vocabulary acquisition and development. This plan will provide a blended model of face-to-face professional development, job-embedded instructional coaching, and online support to meet the needs of each individual teacher.

The professional learning continuum would include the following components to reach this goal:

- Upfront Instructional Excellence Institute: This will introduce the overall initiative and a targeted set of instructional strategies that will be implemented in Year 1.
- Online Learning: Teachers will be enrolled in an online learning course via the Scholastic U platform, which will help ground educators in key best practices of elementary literacy instruction. Scholastic Achievement Partners will select appropriate courses which best target the Thomas D. Gregg Elementary School #15's desired focus on informational text, literary text, and vocabulary development.
- Quarterly group-based professional learning to provide a "deep dive" on key topic areas and to give teachers a chance to practice skills in a safe and supportive environment
- Job-Embedded Coaching (1x per month for all teachers)
 - Coach will work with each teacher to develop a personalized plan for growth and development in instruction (based on common vision)
 - Coach will observe and track fidelity of implementation of recommended instructional techniques
 - Coach will provide side-by-side assistance and reflection/de-briefing

A key set of engagement and instructional strategies will be implemented by every teacher school wide. It will be important to have a high degree of focus, to avoid doing too much, and to place a strong emphasis on consistent implementation of chosen strategies in every classroom, every day. Thomas D. Gregg Elementary School #15's leadership team and Scholastic Achievement Partners will monitor and assess each teacher's implementation of their specific professional learning plan.

Focus Goal #4: Systematic, technology-driven literacy intervention approaches for below-proficient students

With more than 50% of students scoring below proficient on the ISTEP (including 60+% of students at grade 5 in literacy and 49% of students at grade 4 in math), rigorous support systems for addressing the needs of struggling and at-risk readers must be addressed.

- Literacy
 - Below-level readers in grades 3-6 will benefit from an intensive intervention program designed to move them to grade level performance. Students in grades K-2 will also be accelerated with a targeted prevention/intervention program designed specifically for their emerging and developing literacy needs. These intensive programs will complement existing, successful programs or efforts, ensuring that every student receives the specific support he/she needs.
 - To this end, Thomas D. Gregg Elementary School #15 will implement the following:
 - Rigorous identification of students who will benefit from literacy intervention: The Scholastic Reading Inventory, the Scholastic Phonics Inventory, or the iRead Screening and Placement assessment will be used to screen students for identification and to provide ongoing progress monitoring. Multiple measures of assessment will also be used to identify below-level readers and will leverage additional data (e.g. Acuity, performance assessments) to assist in this process as well.
 - Placement of students in a research-based, technology-enabled reading intervention program: Scholastic has pioneered the use of technology in helping to enable effective reading intervention at scale and is designed to support teachers, to standardize instructional best practices, and to help ensure maximum small group and one-on-one time between teachers and students. Students would be placed into one of three programs:
 - iRead, for grades K-2 students in need of additional early literacy foundational support.
 - System 44, for grades 3-6 students still in need of foundational skills
 - READ 180, for grades 3-6 students who need additional support in phonics, spelling, vocabulary, and comprehension

- Rigorous implementation support: Scholastic Achievement Partners will work with the school to construct a rigorous plan of systematic intervention support, consisting of the following key tasks:
 - 2 Days of upfront training
 - Monthly in-classroom support for all READ 180/System 44 teachers
 - Quarterly school visits (4) for iRead teachers
 - Ongoing progress monitoring and reporting back to district leadership to highlight implementation fidelity
 - Assistance in implementation planning, including guidance and support in adjusting school schedules to support the intervention initiative

Thomas D. Gregg Elementary School #15 will implement R.E.A.D.S. (Reading Excellence and Determined Success) as an opportunity for students to engage in literature that is interest-driven. Time will be allotted after lunch periods for all grade levels as dedicated time for students to read literature of their choice. Students will be provided with a range of reading materials from which to select.

C. LEA Capacity to Implement the Intervention Model

➤**Instructions:** Consider each topic under the column “Capacity Task” and determine if the district has or will have the ability to complete this task. Select “yes” or “no.” List the evidence available and attach to the application for each task. (See Attachment A for scoring rubric).

Capacity Task	Yes	No	District Evidence
1. The budget includes attention to each element of the selected intervention. <i>All models</i>	X		Attached Budget District and school leadership collaborated to identify areas of need, and then researched all interventions models/programs for scientifically based research and program effectiveness in similar school settings. Budget resources to support successful implementation are carefully calculated and assigned to address each identified transformation intervention element.
2. The budget is sufficient and appropriate to support the full and effective implementation of the intervention for three years. <i>All models</i>	X		Attached Budget Resources required supporting full and effective implementation of the transformation interventions are carefully calculated and calibrated in each budget line item.
3. Projected budgets meet the requirements of reasonable, allocable, and allowable. <i>All models</i>	X		Attached Budget Proposed budgets are calculated carefully to reflect standard rates comparable for similar work in the nation for each category.
4. The budget is planned at a minimum of \$50,000 and does not exceed two million per year per school.	X		Attached Budget The proposed annual budget is under two million per school and exceeds \$50,000.

<i>All models</i>			
Capacity Task	Yes	No	District Evidence
<p>5. The district has the resources to serve the number of Priority schools that are indicated.</p> <p><i>All models</i></p>	X		<p>For the 2013-2014 academic year, IPS will apply for the SIG 1003 (g) for three (3) of the 17 elementary schools on the Priority list due to the lack of capacity for the others (please see narrative under 2: <i>Explanation if LEA is Not Applying to Serve Each Priority School</i>).</p>
<p>6. A clear alignment exists between the goals and interventions model and the funding request (budget).</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Funding requests for identified interventions are proportionately balanced and demonstrate an equitable distribution as identified in the SIG application Funding should directly impact the schools improvement processes for supporting prescriptive and intentional designed interventions Funding of programs, models, professional development, and staff should be directly linked to a School Improvement Goal identified in the SIG application Funding supports the schools current capacity to improve student achievement 	X		<p>The selection of External Partners (an on-going collaboration with the Scholastic Achievement Partners and IPS), funded staff, extended-day initiatives, incentives for staff and students, professional development, increased technology and all other components proposed within this grant application are directly linked to the improvement of student academic achievement.</p> <p>*SEE CHART BELOW</p>

Task	ITEM	Description
Standards, Instruction, and Assessments	Technology Support: -iPads for students -Keyboards for each iPad -iPad carts for classrooms -Otter box iPad cases for each student -Buzz Time Response System -Smart Boards in classrooms -Computer centers in grades Kindergarten through second grade -Speakers (cafeteria)	<p>-Enable enhanced assessments, data collection and running records that will inform teaching</p> <p>-Provide powerful tools for student research, collaboration, and Presentations</p> <p>-Infusion of 21st Century skills and technology that provide students with varied experiences across multiple platforms (iPad, laptop, SmartBoard, etc.) that build mental flexibility and adaptability while enhancing students' technology skills needed to compete in an increasingly global and technological society</p> <p>-Allows real time data collection for improved instruction</p> <p>-Supporting the needs of all students</p> <p>-Support diverse learning styles and students with special needs</p> <p>-Increase time on task through technology use</p> <p>-Promotes self-directed learning</p> <p>-Allow students to showcase talents and share presentations in an increasingly professional manner</p>
	Extended Day Program Coordinator	Certified person to monitor programming through fidelity checks, manage student/teacher attendance, and maintain student assignments, assessments, standards covered, and records
	Professional Development and Related Stipends	Personalized, job-embedded PD to support literacy, mathematics, differentiated learning, integrating technology, using assessments to drive standards instruction and remediation, and data driven decision-making. Provide compensation for teachers in the event that professional development occurs outside of their normal contracted hours

	Extended Learning Time	Additional 1.5 hours of instruction 5 days a week for 28 weeks and 3 weeks of summer school for targeted third grade students
Aligned Instructional Systems	Intervention Support – Instructional Interventionists	Personnel to provide targeted intervention and provide support for job-embedded professional development. Also, interventionists will relieve classroom teachers to permit teacher collaboration and professional development.
	Technology Paraprofessional	Personnel to provide ongoing technology support and professional development to staff to build capacity for integrating technology into the classroom.
	Field Trips Budget	Support authentic learning experiences directly related to school curriculum and state standards
	Transformational Teaching Practices Grant Fund	Classroom scholarship program to fund teacher-initiated, transformational lessons and units of study that will improve student achievement. This is facilitated and monitored by Transformational Teacher Grant Team.
	STEM - Related Literature	Purchase STEM related materials for the school's library. Science and Technology materials are essential in implementing the schools planned focus. Materials will be selected that will enhance the learning in each grade level.
	Project Management Team	<p>-Two part time certified personnel to manage requirements of SIG components and communicate with external partner and IDOE</p> <p>- Reviews proposals and maintains documentation related to and allocates stipend budget intended to support professional development opportunities. Also charged with making sure that self-selected professional development activities align with the school's transformational mission.</p>
	Subscriptions for Time For Kids and USA-Studies Magazines	These publications will enhance and support the science and social studies curriculum in each grade level as part of a multi-media, multi-intelligence approach to learning
	Extended Day Program Snacks	School provides light snacks for students attending Extended Day Programs.

	Extended Day Materials	Materials will support Extended Day enrichment and remediation classes.
	Transportation: Bus for Extended Time Learning	Provide student transportation to allow students to participate in summer school
	Summer School	Provide intense remediation for third grade students who did not pass IREAD
	Student Incentives	Provide rewards for student attendance and for meeting proficiency goals.
	Scholastic Achievement Partners	Onsite support and coaching for staff and administrators to provide systems of intervention. Scholastic will also assist School #15 in development of STEM-focused curriculum and outside partnerships to enhance student learning and experiences.
	Flight and Aerospace Materials	Materials to support classroom activities that focus on flight and aerospace.
	STEM and Flight/Aerospace Partnerships	<p>As part of our grant, we will aggressively pursue partnerships with organizations that have expertise in STEM education and in aerospace/flight. Following is an initial list of organizations that we will be contacting regarding collaboration around our innovative approach to math and science curriculum.</p> <p>-The Jemison Group. Founded by NASA astronaut Mae Jemison, the Jemison Group focuses on providing meaningful STEM education experience for young learners. Our partners at Scholastic Achievement Partners have a contact at this group.</p> <p>-Exxon-Mobil Foundation/Mickelson Exxon Mobil Teachers Academy. A partnership between Exxon Mobil and golfer Phil Mickelson, the Mickelson Exxon Mobil Teachers Academy brings together top teachers every year for intensive support in enhancing instructional practices for STEM. Our partners at Scholastic Achievement Partners, through their subsidiary Math Solutions, have directly led the math instructional pieces of this program for many years.</p>

		<ul style="list-style-type: none"> -Experimental Aircraft Association (EAA) which has a young learner aviation program -Local and regional military/US Air Force assets -Local and regional Air Force and Naval ROTC programs -Local aviation flying clubs
High-Performance Leadership, Management and Organization	District Turnaround Officer & Support	Monitor implementation and remove barriers as necessary.
	Behavior Interventionist	Behavior interventionist to assess student behaviors and staff response; provide opportunities for teachers to participate in job-embedded professional development to build teacher capacity to manage classroom behaviors and provide positive behavior support.
	Instructional Leadership Team	<ul style="list-style-type: none"> -The Instructional Leadership team's primary role is to help lead the school's effort of supporting the improvement of teaching and learning. The team helps makes decisions about the schools instructional programs. In addition, the team leads and monitors the implementation of the schools' instructional focus. -ILT members will serve on the Transformational Teacher Grant Application Review Team
	Teacher Grant Application Review Team (composed of members from the ILT)	<ul style="list-style-type: none"> -review and approve/disallow teacher generated grants -manage budgets & materials for teacher generated grants
	Compensation for Extended Learning Time	Compensation for instruction during extended time for learning
	Teacher/Leader Incentives	Financial incentives intended to retain and reward performance heavily weighted on student achievement
Professional Learning	Scholastic Achievement Partners	Provide teachers with individualized job-embedded professional

Communities		development focused on improved best practices in instruction
	Cultural Competency Professional Development	Intercultural Development Inventory assessment for staff and related professional development activities
	Math Professional Development	Enhance teacher capacity to determine student's needs, plan and implement math interventions currently utilized by the school/district.
	Book Study Materials	Provide teachers with additional learning materials in an effort to provide increased resources and pedagogy, which are studied in a collaborative manner within teachers' respective learning community
	Peace Learning Center Professional Development	In an effort to reduce the high incident of referrals and suspensions, professional development covering social-emotional learning will be presented to the staff throughout the year.
	RCD - Larry Thompson	Professional Development aimed at helping teachers and staff build positive relationships with the students and families we serve
	Transportation: Bus for Extended Time Learning	Provide student transportation to allow students to participate in summer school
	Rosetta Stone Language Learning Subscriptions and Headphones	Increase teachers ability to effectively communicate with the students, family, and community we serve
Parent/Guardian and Community Engagement	Parent Center Supplies and Funding	Provide welcoming access to families we serve, and offer educational opportunities to parents and families including: Parenting and Child Development classes, English Language Learning opportunities, information on community resources, classes on effectively assisting students at home, community partner outreach.
	Bilingual Social Worker	Provide counseling, emotional/social skills-building, and outreach services to limited English language students; provide teachers with information on building relationships with Latino students; work with teachers on individual students' areas of needs.
	Bilingual Office Worker	Support families and students with limited English language skills to bridge the language gap between family, school, and community services; assist

		non-English speaking families with registration and other school required paperwork; assist with calls between teachers and parents; keep track of school forms requiring translation; inform ENL staff on Latino families new to the school.
	Police Officer for Extended Day	As part of creating a welcoming and safe environment in school, the police officer will: -Contribute to a secure environment -Develop rapport with students and families -Engage positively with students -Assist with getting car-riding students home who remain at the school beyond the Extended Day time -Manage situations that require police attention

Capacity	Yes	No	District Evidence
<p>7. The LEA and school staff has the credentials and a demonstrated track record to implement the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Data portfolios of incoming staff/leaders</i> • <i>Highly Qualified in content of contractual agreement</i> • <i>Samples of implemented school improvement plans with documented outcomes using data</i> 	x		<p>Officer/Director of Turnaround School's Resume: Yvonne Rambo</p> <p>Director of Elementary Education's Resume: Joan Harrell</p> <p>Principal's Resume: Dr. Teresa Baker</p>

Principal

A new principal, Dr. Teresa Baker, has been selected to lead transformation at Thomas D. Gregg Elementary School #15 for the 2013-2014 academic year. The principal has received district-sponsored, ongoing training to assume this leadership role. Trainings include, but are not limited to, Superintendent's Retreat, monthly principals' meetings, district site visits, and monthly meetings with content area personnel.

A dynamic and talented educator has been selected to lead Thomas D. Gregg Elementary School #15. IPS has supported Dr. Teresa Baker with training and internships to prepare her to succeed. Dr. Baker has a Ph.D. in Educational Leadership, with a dissertation on "Gifted and Talented Students" and a MSM in business. Dr. Baker has been assigned to challenging low performing schools in the district and has a track record of improving these schools performance. She has a wealth of knowledge about school transformation with over fourteen (14) years of experience in Magnet Programs; which focused on developing school-wide themes, curriculum and implementation, evaluation and professional development. Dr. Baker served as a lead district curriculum writer and trainer for grades K-12. Dr. Baker will be supported by Scholastic Achievement Partners who will provide leadership training, on-site coaching, and proven leadership structures.

Staff

Dr. Teresa Baker is currently in the process of interviewing candidates to identify faculty and staff members who share the principal's exuberance for learning and passion for teaching. These candidates will fill existing openings within the building. These staff members will have the level of efficacy and urgency to escalate instruction.

Dr. Teresa Baker observed current staff in action to determine which staff members may remain. She is currently in the process of interviewing other candidates to identify faculty and staff members who share her exuberance for learning and passion for teaching. Staff members are informed of the additional responsibilities and opportunities that teaching in an IPS transformation school requires. Staff retention will be imperative in the process due to extensive training provided to staff. Their commitment to do so also makes them eligible for incentives that are linked to performance. Staff Assurance letters will be discussed and signed during informational meetings.

District Support

Thomas D. Gregg Elementary School #15's principal and staff will be ably supported by the Officer/Director of Turnaround Schools, Yvonne Rambo and Executive Director of Elementary Education, Joan Harrell. Reinforcement will be ongoing throughout the academic year in the form of meetings, site visits, and data support. These administrators have extensive experience providing leadership that improves student achievement and will support Thomas D. Gregg Elementary School's #15's Transformation.

<p>8. The district has received the support of the staff to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Staff Assurances</i> • <i>Staff Surveys</i> • <i>Staff Needs Assessments</i> 	<p>X</p>	<p>Thomas D. Gregg Elementary #15 has identified needs after extensive review that included the following:</p> <ul style="list-style-type: none"> • Teachers and administrators participated in discussions on staff/student needs. • The ILT met regularly to analyze teacher and administrator input. • Staff participated with a school survey that was analyzed and discussed. <p>In addition, staff will be asked to demonstrate a commitment to school-wide improvement as follows:</p> <ul style="list-style-type: none"> • All teachers Thomas D. Gregg Elementary #15 will sign a commitment letter that includes the necessity to participate in collaborative planning on a weekly basis, attend the summer staff retreat, and provide extended time for learning. The expectation is that our school will be comprised of a group of team players who are proud of their school, accountable for their students, and willing to go the extra mile to ensure all are learning. <p>In return, staff qualifies for financial incentives and possible career advancement.</p>
<p>9. The district has received the support of parents to fully implement the intervention model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Parent Meeting Agendas</i> • <i>Parent Surveys</i> • <i>Parent Focus Groups</i> 	<p>X</p>	<p>Thomas D. Gregg Elementary School #15's plan for parent engagement and support of the transformation model includes the following:</p> <ul style="list-style-type: none"> • May 30, 2013 – School/Community Day Event – parents were given information regarding the plans for curricular changes • A bilingual letter to parents explaining plans for curricular changes being planned has been distributed. • A parent survey will be provided to parents for completion.

			<ul style="list-style-type: none"> • Connect-ED recorded messages will be used to inform parents of the new school plans for enhanced learning. Parents will be encouraged to provide feedback by phone, note, or in person.
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Capacity Task	Yes	No	District Evidence
<p>10. The school board is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>School Board Assurances</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> • <i>Support the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools</i> 	X		Please see School Board Assurances attachment.
<p>11. The superintendent is fully committed to eliminating barriers to allow for the full implementation of the selected model.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Superintendent Assurance</i> • <i>School Board Meeting Minutes from proposal and or discussion</i> 	X		Please see Superintendent Support Assurances attachment.

<ul style="list-style-type: none"> • Superintendent SIG Presentation • Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools 			
Capacity Task	Yes	No	District Evidence
<p>12. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model 	X		<p>The teachers' union leadership team members were informed regarding the various types of school improvement models and the list of schools qualifying for the models.</p> <p>The teachers' union leadership team members have indicated their willingness to be our active partners in eliminating barriers to allow the full implementation of the transformation model.</p> <p>The teachers' union supports changes to the school day and school calendar, recognizing that teachers will be compensated. Please see attached letter.</p>
<p>13. The district has the ability to recruit new principals.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • Partnerships with outside educational organizations (TFA, New Teachers for New Leaders) and or universities • Statewide and national postings • External networking 	X		<p>Partnerships as described below</p> <p>There are no limitations within IPS restricting principal searches to a designated region.</p> <p>Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated <i>Education Week</i>, and Indiana Department of Education website, as well as alternative licensing organizations.</p>

			<p>Competencies were identified as to the skill set needed for successful leadership at a transformation school.</p> <p>Presently, Thomas D. Gregg Elementary #15 has recruited a new principal within the last academic year (2012-2013) that possesses these competencies.</p>
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Capacity Task	Yes	No	District Evidence
<p>14. The district has a robust process in place to select the principal and staff.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> Principal and staff hiring practices Principal and staff transfer policies/procedures principal and staff recruitment, placement and retention procedures 	X		<p>Candidates are pursued internally and externally through all avenues commonly used by other Indiana school districts, including advertising in the nationally-circulated <i>Education Week</i>, and Indiana Department of Education website, as well as alternative licensing organizations.</p> <p>Competencies were identified as to the skill set needed for successful leadership at a transformation school.</p> <p>Presently, Thomas D. Gregg Elementary School #15 has recruited a new principal within the last academic year (2012-2013) that possesses these competencies.</p>

<p>15. The timeline is detailed and realistic, demonstrating the district's ability to fully implement the intervention during the 2013-2014 school year.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> Monthly focus with identified objectives Smart Goals 	X		See Timeline Chart Below
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<ul style="list-style-type: none"> • <i>Measurable Outcomes (consisting of transformative, formative, and summative data)</i> • <i>Streamline and scaffold focus aligned to key findings and root causes in SIG application</i> 				
<p style="text-align: center;">Transformation School Implementation Timeline 2012-2013 Academic Year</p>				
Time Period	Objective		Lead and Key Partners	
June-July	<ul style="list-style-type: none"> • Scholastic Achievement Partners (external partner) will begin the planning process with the school. 		<ul style="list-style-type: none"> • Principal, District Personnel, Scholastic Achievement Partners 	
	<ul style="list-style-type: none"> • Technology Initiatives : Order technology and perform asset management tasks 		<ul style="list-style-type: none"> • Purchasing Department, Project Management Team 	
	<ul style="list-style-type: none"> • Instructional Interventionists: Hire two (2) Non-certified personnel to provide targeted intervention and provide support for job-embedded professional development. Also, interventionists will relieve classroom teachers to permit teacher collaboration and professional development. 		<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal 	
	<ul style="list-style-type: none"> • Police Officer: Confirm placement of one (1) IPS Police Officer to provide school security during Extended Day 		<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal 	
	<ul style="list-style-type: none"> • Bilingual Office Associate: Confirm placement of one (1) bilingual office associate to support families and 		<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal 	

	students with limited English language skills to bridge the language gap between family, school, and community services.	
	<ul style="list-style-type: none"> • Bilingual Social Worker: Hire one (1) bilingual social worker to provide counseling and outreach services to limited English language students 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Behavior Interventionist: Confirm placement of one (1) behavior interventionist to provide job-embedded professional development to build teacher capacity to manage classroom behaviors and provide positive behavior support. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Technology Paraprofessional: Hire one (1) non-certified person to provide ongoing technology support and professional development to staff to build capacity for integrating technology into the classroom. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Project Managers: Confirm placement of two (2) certified personnel to manage requirements of SIG components and communicate with external partner and IDOE. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Extended Day Program Coordinator: Confirm placement of one (1) certified person to monitor programming through fidelity checks, manage student/teacher attendance, and maintain student assignments and records. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal

	<ul style="list-style-type: none"> • Staff Professional Development: Introduce staff to new school vision and mission. Review SIG plan with staff. Provide staff with overview of school policies and procedures. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Instructional Leadership Team
	Instructional Leadership Team: Organize and prepare for whole staff professional development regarding SIG plan.	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Instructional Leadership Team
August	<ul style="list-style-type: none"> • Instructional Excellence Institute: 2-day professional development targeting focused areas 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Professional Development: Professional Learning focused on the process of curriculum mapping and curriculum development 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and debriefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Extended-Day Learning Planning: Collect data to determine students eligible for extended-day opportunities and organize student groups. Determine curricula and enrichment activities to be implemented. 	<ul style="list-style-type: none"> • Extended Day Program Coordinator, Instructional Leadership Team, Administration
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education

	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Community Outreach Efforts: Creation of community outreach plan for school year. 	<ul style="list-style-type: none"> • , School Community Coordinator, Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Data Coach
	<ul style="list-style-type: none"> • Multicultural Diversity Cadre: Select cohort of staff to attend Intercultural Development Inventory (IDI) training in Philadelphia, PA in September. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
September	<ul style="list-style-type: none"> • Professional Development: Professional Learning focused on the process of curriculum mapping and curriculum development 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and de-briefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Administer baseline reading assessments and placement tests for intervention programs 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team, Data Coach
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior

	Interventionist, and Math Consultants: Provide ongoing professional development opportunities for teachers.	Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator

	<ul style="list-style-type: none"> • Multicultural Diversity Cadre: Cadre members will attend IDI training in Philadelphia, PA during September 18-20. 	<ul style="list-style-type: none"> • Multicultural Diversity Cadre
October	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and debriefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultant: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultant
	<ul style="list-style-type: none"> • Peace Learning Center: Whole staff training to introduce the concept of social/emotional skills 	<ul style="list-style-type: none"> • Peace Learning Center Staff
	<ul style="list-style-type: none"> • Responsibility Centered Discipline: Whole staff training to introduce concepts of RCD in order to 	<ul style="list-style-type: none"> • RCD Staff

	improve behavior management, school climate, student/teacher satisfaction, and academic success	
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
	Online Learning Course #1: Teachers will participate in an online learning course provided through Scholastic.	<ul style="list-style-type: none"> • Scholastic Achievement Partners
November	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of 	<ul style="list-style-type: none"> • Scholastic Achievement Partners

	implementation or instructional strategies and debriefing with staff	
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. • 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultant: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultant
	<ul style="list-style-type: none"> • Peace Learning Center: Follow-up visit to work with grade level teams and PLCs. 	<ul style="list-style-type: none"> • Peace Learning Center Staff
	<ul style="list-style-type: none"> • Responsibility Centered Discipline: Follow-up visit to work with grade level teams and PLCs. 	<ul style="list-style-type: none"> • RCD Staff
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school 	<ul style="list-style-type: none"> • Instructional Leadership Team

	improvement.	
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
	<ul style="list-style-type: none"> • Online Learning Course #1: Teachers will participate in an online learning course provided through Scholastic. 	<ul style="list-style-type: none"> • School Community Coordinator
December	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and de-briefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team

	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
	<ul style="list-style-type: none"> • Online Learning Course #1: Teachers will participate in an online learning course provided through Scholastic. 	<ul style="list-style-type: none"> • Scholastic Achievement Partner
January	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction 	<ul style="list-style-type: none"> • Scholastic Achievement Partners

	improvement. Observe and track fidelity of implementation or instructional strategies and debriefing with staff	
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultant: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • Administer middle-of-year reading assessments 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal

	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
	<ul style="list-style-type: none"> • Online Learning Course #2: Teachers will participate in an online learning course provided through Scholastic 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Peace Learning Center: Follow-up visit to work with grade level teams and PLCs. 	<ul style="list-style-type: none"> • Peace Learning Staff
	<ul style="list-style-type: none"> • Responsibility Centered Discipline: Follow-up visit to work with grade level teams and PLCs. 	<ul style="list-style-type: none"> • RCD Staff
February	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and debriefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum 	<ul style="list-style-type: none"> • Scholastic Achievement Partners

	mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence.	
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly 	<ul style="list-style-type: none"> • School Community Coordinator

	workshops and resources for families.	
	Online Learning Course #2: Teachers will participate in an online learning course provided through Scholastic	• Scholastic Achievement Partners
March	• Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and debriefing with staff	• Scholastic Achievement Partners
	• Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence.	• Scholastic Achievement Partners
	• PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training	• Scholastic Achievement Partners, Instructional Leadership Team
	• Technology Paraprofessional, Behavior Interventionist, and Math Consultants: Provide ongoing professional development opportunities for teachers.	• Technology Paraprofessional, Behavior Interventionist, and Math Consultants
	• ISTEP+ Applied Skills Assessment	• Dr. Teresa Baker, Principal, Teachers, Data Coach
	• Monthly Process Check: Process checks to monitor	• Mrs. Yvonne Rambo, Turnaround Schools

	the implementation of all components of the grant by Turnaround Office.	Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
	<ul style="list-style-type: none"> • Online Learning Course #2: Teachers will participate in an online learning course provided through Scholastic. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
April	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and de-briefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners

	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • ISTEP+ Multiple Choice Assessment 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Teachers, Data Coach
	<ul style="list-style-type: none"> • Administer end-of-year reading assessments 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal

	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
May	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and debriefing with staff 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants: Provide 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior

	ongoing professional development opportunities for teachers.	Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data and will serve to identify areas for reteaching and intervention support. 	<ul style="list-style-type: none"> • Teachers, Data Coach
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
June	<ul style="list-style-type: none"> • Job-Embedded Coaching and PLCs: Assist in developing personalized growth plans for instruction improvement. Observe and track fidelity of implementation or instructional strategies and de- 	<ul style="list-style-type: none"> • Scholastic Achievement Partners

	briefing with staff	
	<ul style="list-style-type: none"> • Curriculum Mapping: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. 	<ul style="list-style-type: none"> • Scholastic Achievement Partners
	<ul style="list-style-type: none"> • PLC's: Weekly job-embedded PD for teachers that will focus on data-based planning, differentiated instruction, and/or technology training 	<ul style="list-style-type: none"> • Scholastic Achievement Partners, Instructional Leadership Team
	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants: Provide ongoing professional development opportunities for teachers. 	<ul style="list-style-type: none"> • Technology Paraprofessional, Behavior Interventionist, and Math Consultants
	<ul style="list-style-type: none"> • Monthly Process Check: Process checks to monitor the implementation of all components of the grant by Turnaround Office. 	<ul style="list-style-type: none"> • Mrs. Yvonne Rambo, Turnaround Schools Officer/Director Mrs. Joan Harrell, Executive Director of Elementary Education
	<ul style="list-style-type: none"> • Instructional Leadership Team: Leadership team will meet biweekly to monitor the progress of school improvement. 	<ul style="list-style-type: none"> • Instructional Leadership Team
	<ul style="list-style-type: none"> • Assessment Calendar: Implement district assessment calendar 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal
	<ul style="list-style-type: none"> • Formative/Interim Assessments: Assessments will be created and implemented using Acuity Predictive data 	<ul style="list-style-type: none"> • Teachers, Data Coach

	and will serve to identify areas for reteaching and intervention support.	
	<ul style="list-style-type: none"> • Extended-Time Learning: Implement before and after school learning initiatives 	<ul style="list-style-type: none"> • Extended Day Program Coordinator
	<ul style="list-style-type: none"> • Parent and Community Outreach Efforts: Monthly workshops and resources for families. 	<ul style="list-style-type: none"> • School Community Coordinator
	<ul style="list-style-type: none"> • Financial Incentives: Calculate financial incentives based on performance rubric 	<ul style="list-style-type: none"> • Dr. Teresa Baker, Principal, Administrative Team

Capacity Task	Yes	No	District Evidence
<p>16. District staff has high levels of expertise and successful experience in researching, and implementing the selected intervention model.</p> <p><i>Turnaround, Transformation, Restart Models</i></p> <ul style="list-style-type: none"> • <i>Professional Development sign in sheets aligned to SIG funded PD</i> • <i>Support framework of district staff aligned to areas of need as identified in the SIG application (Staff member, area of expertise, support provided to the school, frequency)</i> 			<p>District staff has a high level of expertise and successful experience in research, and implementing the selected model as described below: The Turnaround Office was created at the IPS District Office and is supported by the Curriculum & Instruction Division. The Executive Director of Elementary Education will direct and oversee Thomas D. Gregg Elementary School #15 with onsite visitation to monitor and support initiative implementation.</p> <p>IPS demonstrated commitment to improving student achievement by adding the Forest Manor Professional Development Center. We transformed a closed middle school into a Professional Development Center for administrators and teachers in December 2009. This center has logged hundreds of hours of training, serving over two thousand teachers since its opening.</p> <p>The district professional development support for schools includes, but is not limited to, Math and Literacy Coaches.</p> <p>The District Data Warehouse is up and running and is able to support the data needs of central office divisions as well as the schools. Since December 2010, teachers and principals are able to create their own real-time data reports through this warehouse.</p> <p>The district will provide Thomas D. Gregg Elementary School #15 with pacing guides and rich and timely formative data so that focused teaching and intervention ensures all students are mastering standards-based targets.</p>

<p>17. The school community has been purposefully engaged multiple times to inform them of progress and seek their input.</p> <p><i>All models</i></p> <ul style="list-style-type: none"> • <i>Town Hall Meetings</i> • <i>Town Hall Meeting Postings (news paper, district website, parent newsletters, public flyers)</i> • <i>Town Hall sign in sheets</i> • <i>Community Partner Assurances</i> • <i>Documentation of mailings</i> 	X		<p>The school community has been engaged throughout the year through:</p> <ul style="list-style-type: none"> • Newsletter • Connect-Ed (recorded message system) • After-School Family Night • School website posting • After-School Parent-Staff Meetings • Meetings with community partners
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Capacity Task	Yes	No	District Evidence
18. The district demonstrates the ability to align federal, state, and local funding sources with grant activities. <i>All models</i> <ul style="list-style-type: none"> • Title I • Title II • Title III • IDEA • E-Rate • TAP 	X		Funding Source Alignment Detailed Below
Component	Resource/Intervention		Funding Source
Standards and Assessments	District Predictive Assessments		District
	Scholastic Reading Inventory		Title I
	mClass Reading (DIBELS, Reading 3D) and Math		Title I
	<i>Scholastic Reading Inventory, Scholastic Phonics Inventory, Scholastic FASTT Math, iRead Screening and Placement</i>		SIG
	Technology Support: -iPads for students -Keyboards for each iPad -iPad carts for classrooms -Otter box iPad cases for each student -Buzz Time Response System -Smart Boards in classrooms -Computer centers in grades Kindergarten through second grade -Speakers (cafeteria)		SIG
	Extended Day Program Coordinator		SIG
	Professional Development and Related Stipends		SIG

	Extended Learning Time	SIG
Aligned Instructional Systems	8-Step Process	District
	Pacing Guide/Instructional Calendar	District
	<i>Read 180, System 44, iRead, FASTT Math Next Generation</i>	SIG
	Intervention Support – Instructional Interventionists	SIG
	Technology Paraprofessional	SIG
	Field Trips Budget	SIG
	Transformational Teaching Practices Grant Fund	SIG
	STEM - Related Literature	SIG
	Project Management Team	SIG
	Subscriptions for Time For Kids and USA-Studies Magazines	SIG
	Extended Day Program Snacks	SIG
	Extended Day Materials	SIG
	Transportation: Bus for Extended Time Learning	SIG
	Student Incentives	SIG
	Scholastic Achievement Partners	SIG
	Flight and Aerospace Materials	SIG
	Summer School	SIG
	STEM and Flight/Aerospace Partnerships	SIG
High-Performance Leadership, Management, and Organization	District Turnaround Officer & Support	District
	Behavior Interventionist	SIG
	Instructional Leadership Team	SIG
	Teacher Grant Application Review Team (composed of members from the ILT)	SIG
	Compensation for Extended Learning Time	SIG
	Teacher/Leader Incentives	SIG

Professional Learning Communities	Professional Learning Communities	District
	Learning Log Meetings	District
	District-Level Professional Development	District
	Summer Staff Retreat	SIG
	Scholastic Achievement Partners	SIG
	Cultural Competency Professional Development	SIG
	Math Professional Development	SIG
	Book Study Materials	SIG
	Peace Learning Center Professional Development	SIG
	RCD - Larry Thompson	SIG
	Transportation: Bus for Extended Time Learning	SIG
	Rosetta Stone Language Learning Subscriptions and Headphones	SIG
Parent/Guardian and Community Engagement	Community Council	District
	Monthly Parent Meetings	Title I and SIG
	School Community Coordinator/ Parent Liaison	Title I
	Parent and Student Incentives	SIG
	Parent Center Supplies and Funding	SIG
	Bilingual Social Worker	SIG
	Bilingual Office Worker	SIG
	Police Officer for Extended Day	SIG

IPS Academic Support

All content teachers in the transformation schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform formative and summative including, but not limited to: Acuity Predictive, Scholastic Reading Inventory, Dynamic Indicators of Basic Early Skills, mClass Math (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to effectively use data to inform classroom practices.

- Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week Instructional Calendar (pacing) covering four Instructional Cycles across the school year.

- **8-Step Process:** As part of the 8-Step Process, bi-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze assessment results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods.
- **Quarterly Predictor Assessments** are given to students in grades 3-8. These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+.
- **Scholastic Reading Inventory** is a summative assessments administered to students in grades 3-8 that pinpoints students' individual Lexile scores at their Independent reading level. This assessment is conducted three times per year.
- **Dynamic Indicator of Basic Early Literacy Skills (DIBELS)** and **mClass Math** are formative assessments administered to students in grades K-2. These assessments pinpoint students' strengths and weaknesses in phonics, reading comprehension, and basic mathematical skills.

<p>19. The district demonstrates the ability and commitment to increased instructional time.</p> <p><i>Turnaround, Transformation Models</i></p> <ul style="list-style-type: none"> • <i>Increased instructional time is structured and embedded into the schools' daily schedule and or school calendar</i> • <i>Increased learning time for students is tiered and supported by licensed and/or highly qualified educators</i> • <i>A needs assessment has been completed to identify areas where extended time can be most effectively used</i> • <i>Increased learning time is structured as a vehicle to support differentiated learning (ex :...)</i> <ul style="list-style-type: none"> ○ <i>An additional block of time embedded into the school day</i> ○ <i>Summer enrichment/remediation</i> ○ <i>Saturday intervention</i> ○ <i>Before or after school enrichment/remediation</i> 			<p>Expanded Learning Time as described below:</p> <p>As a transformation school, Thomas D. Gregg Elementary School #15 will extend learning time for students. Using SIG funding, 30 minutes will be added to the beginning of the day (5 days per week) and one hour (1) will be added to the end of the day (5 days per week) for a period of 28 weeks per school year.</p>
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<ul style="list-style-type: none"> ○ <i>School vacation weeks</i> • <i>Compensation for extended day is identified by the LEA</i> 			
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D. LEA Commitments (Actions) for All School Intervention/Improvement Models

➤ Instructions:

- 1) All districts, regardless of the school improvement model that will be implemented, are to complete the table below.
- 2) There are five required LEA commitments or actions that districts have already taken or *plan to take in school year 2013-2014*.
- 3) In the second column, provide a short description of how the commitment was completed or the district's plan to complete it.
- 4) For how the descriptions of commitments will be scored, see the scoring rubric in Attachment B.

Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>I. Design and implement school intervention model consistent with federal application requirements.</p> <p><i>The IDOE will assess the LEA's commitment to design and implement an appropriate intervention model and school improvement activities by requiring the LEA to document a process that may include, but will not be limited to:</i></p> <ol style="list-style-type: none"> (a) Assessing the completed SIG School Needs Assessment to identify the greatest needs; (b) Assessing the LEA and school's capacity (staff, resources, etc.) to implement specific interventions and school improvement activities; (c) Assessing the alignment of the LEA and school improvement processes for 	<p>The Indianapolis Public Schools is committed to helping Thomas D. Gregg Elementary School #15 implement the transformation model that will ensure that all students learn.</p> <p>We have analyzed the student and school data, student leading indicators, and the self-assessment of practice for high performing schools and agree that applying the proposed School Improvement Transformation Model will allow Thomas D. Gregg Elementary School #15 to successfully sustain a supportive learning environment after the SIG funding period ends as a result of capacity building.</p> <p>IPS has given its transformation schools great organizational flexibility, and will continue that flexibility with the staff of Thomas D. Gregg Elementary School #15. IPS has provided the right people to affect the transformation.</p> <p>Equipped with Acuity Predictive, SRI, benchmark assessments, and other means of data collection, Thomas D. Gregg Elementary School #15 can sustain the effective use of data to plan instruction that will assist the school in meeting set goals and allow IPS to closely monitor the school's success.</p> <p>This School Improvement Grant provides the opportunity for effective teachers to be identified as a "teacher leader." Identified teacher leaders at Thomas D. Gregg Elementary School #15 will form the Instructional Leadership Team (ILT) and will include</p>

<p>supporting the designed interventions;</p> <p>(d) Assessing other resources that will support the design and implementation efforts of selected interventions;</p> <p>(e) Assessing the engagement of stakeholders (staff, parents, community, etc.) to provide input into the design and implementation process;</p> <p>(f) Assessing the scheduling of regular (at least biweekly) data meetings to identify school/ teacher/ student weaknesses and to adjust plans for supports to address those weaknesses;</p> <p>(g) Assessing the communication with selected provider(s) to plan Professional Development and support based on assessed needs (at least biweekly),</p> <p>(h) Maintaining accurate documentation of meetings and communications,</p> <p>(i) Following and/or revising schedules, goals, and timeline as needed, and</p> <p>(j) Submitting all data/forms to the IDOE and/or USDE in accordance to timeline.</p>	<p>representation from primary grades, intermediate grades, Special Education, Title I, and English as a New Language departments. The ILT members will attend an Instructional Leadership Institute to build a solid foundation of instructional leadership skills such as creating Individual Leadership Growth Plans with the support from administration. Leadership Growth Plans will continue to serve as benchmarks for growth and improvement efforts specific to a new cohort of participants. They will provide information to create actionable individualized plans that will foster building-wide leadership capacity and effective instruction; facilitate development of individualized leadership growth plan for every member; and conduct monthly executive coaching for every leader to ensure progress toward the Leadership Growth Plan.</p> <p>Thomas D. Gregg Elementary School #15 is supported by the district 8-Step Process initiative and standards-based formative/interim assessments, as well as Acuity Predictive Benchmarks. During PLC's and Learning Logs, faculty of Thomas D. Gregg Elementary School #15 will analyze data to inform instruction, identify students in need of intervention, and assist in helping all students become self-directed learners.</p> <p>Implementing a Technology Learning Initiative will provide students in grades K-6 with 21st century skills. Students will require access to digital devices to be able to access online research sites and collaborate to complete projects. Over the course of the three-year grant period, Thomas D. Gregg Elementary School #15 will purchase iPad carts to extend exposure to technology and enhance classroom instruction. Additional technology such as Smart Boards, wireless keyboards, response clickers, Rosetta Stone software, etc. will be purchased over the three years to further enhance 21st century skills and connect to Thomas D. Gregg's aerospace and flight initiatives. Teachers will require training to build their capacity for integrating technology and support in-class use of digital devices. A technology consultant will provide service and will maintain inventory of equipment to ensure that technology is consistently up and running. Professional development will be provided by the technology consultant as well as current IPS technology specialists.</p> <p>IPS district personnel will visit Thomas D. Gregg Elementary #15 regularly to personally assess progress and compliance with components of the School Improvement Grant.</p> <p>Scholastic Achievement Partners, an external provider, will provide support to help Thomas D. Gregg Elementary School #15 with extensive coaching and support for teachers and administration in curriculum development and implementation.</p>
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	A Project Management team within the building will be responsible for maintaining documentation of grant items and submitting all SIG data/forms to IPS and IDOE in accordance to timeline. The Project Management team will regularly ensure that documentation of meetings and communications are accurate, preserved, and filed in a timely manner.
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
<p>(2) The LEA has or will recruit, screen, selects and support appropriate external providers. <i>The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:</i></p> <p>(a) Identifying external providers based on each school's SIG needs;</p> <p>(b) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;</p> <p>(c) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability to meet school needs;</p>	<p>Under the Transformation Model, Thomas D. Gregg Elementary School #15 will implement several initiatives to address the needs and gaps identified by the school leadership team. To this end, School #15 will engage in a collaborative planning and implementation effort with Scholastic Achievement Partners, a part of Scholastic, Inc. Scholastic Achievement Partners provides schools and districts with targeted support for comprehensive school improvement with a proven record of success to assist in building capacity and sustaining improvement efforts.</p> <p>Focus Goal #1: Conduct Data Driven Literacy/Instruction Needs Assessment and Collaborative Planning</p> <p>Thomas D. Gregg Elementary School #15 and Scholastic Achievement Partners believe that beginning the school improvement effort with a robust, data-driven needs assessment will clearly define trends, needs, and gaps to further refine project goals and action steps. The school leadership team will use the valuable data gained through this process to collaboratively plan for success. Just as importantly, the data serves as an important tool to communicate back to Thomas D. Gregg Elementary School #15 faculty and staff to focus their efforts and to gain buy-in. For Thomas D. Gregg Elementary School #15, a primary focus will be placed on literacy, instruction, and the readiness of the school's culture to pursue a large-scale academic improvement initiative. The needs assessment would include:</p> <ul style="list-style-type: none"> • Deep Dive Review of School Data: Scholastic Achievement Partners will critically analyze student achievement data, looking for trends and insights that can be used to refine their plan, with a special emphasis on literacy performance.

<p>(d) Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel;</p> <p>(e) Assessing the regular (at least biweekly) communication with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs,</p> <p>(f) Assessing the utilization of multiple sources of data to evaluate the effectiveness of the supports provided (at least biweekly) and reporting the results to the IDOE.</p> <p>(g) Assessing the monitoring of records for quality and frequency of supports provided by the selected service provider(s),</p> <p>(h) Assessing the in-school presence (at least one day a week) to monitor the interactions of the school administration, faculty, and staff with the selected service provider(s) to ensure the full implementation of supports; and</p> <p>(i) Assessing the recording and reporting of progress to school, LEA, IDOE, and USDE. Intervention and school improvement activity providers will be held to the same criteria as external providers.</p>	<ul style="list-style-type: none"> • Collaborative Review of Instructional Practices: Via observation and consultation, a team of consultants from our external provider, Scholastic Achievement Partners, will do side-by-side walk-throughs with the building instructional leadership team to examine instructional practices relative to a rubric of best practices as demonstrated by the nation's highest performing and most rapidly improving schools. This effort will highlight gaps and produce actionable recommendations that will guide efforts to improve teacher effectiveness. • Assessment of School Climate and Culture: Using Scholastic Achievement Partner's proprietary survey tool (the WE™ Survey Suite, developed under a grant from the Gates Foundation), the beliefs and attitudes of key stakeholders with regards to school environment and culture will be measured. These surveys (WE LEAD™ WHOLE STAFF SURVEY, WE TEACH™ INSTRUCTIONAL STAFF SURVEY, WE LEARN™ STUDENT SURVEY, and WE SUPPORT™ COMMUNITY SURVEY) ask teachers, students, and parents/community members to share their feedback and opinions on where opportunity for improvement exists. • Scholastic Achievement Partners will produce a final report at the conclusion of the needs assessment process that will be used as the basis for planning. • Upon conclusion of the needs assessment, a series of working sessions (2-3, 1-day periods) will be scheduled to review and analyze the results of the data collected. Scholastic Achievement Partners will then work together with the Thomas D. Gregg Elementary School #15 leadership team to collaboratively craft a plan for improvement and partnership. The resulting plan will include a detailed assessment of identified gaps, a schedule of key activities, deliverables, and milestones, a statement of key goals that need to be accomplished, identification of metrics for tracking progress, and assignment of team members for follow up and implementation. • As part of this plan, Scholastic Achievement Partners will also work to build a strong consensus around the instructional and leadership vision for the school. <p>Focus Goal #2: Assistance in planning and implementing an Aerospace/Flight Themed Curriculum for math, science and technology instruction</p> <ul style="list-style-type: none"> • In collaboration with our external partner, Scholastic Achievement Partners, a team
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	<p>of building leaders and lead teachers at School #15 will develop a comprehensive set of curriculum maps for math and science, with special attention to project-based thematic units focusing on Aerospace and Flight. Scholastic Achievement Partners will facilitate an approach that will result in a cohesive and comprehensive curriculum for math and science that purposefully connects standards, instruction and assessment. Through participation in the process, participants will gain a deeper understanding of the standards, allowing them to design related formative and summative assessments and engaging learning activities to prepare students for college and careers. These units will embed literacy into the content areas and bring a hands-on problem-solving orientation to these critical subject areas.</p> <ul style="list-style-type: none"> • Scholastic Achievement Partners has expertise in curriculum mapping and design, and will guide Thomas D. Gregg Elementary School #15 staff through the curriculum development process. This process will include the development of curriculum maps, assessments, and classroom lessons that address all elements of the K-6 Standards for Mathematics, as well as current science standards, with special attention to Aerospace and Flight project-based thematic units. Scholastic Achievement Partners will work with a Curriculum Development Team consisting of the building leadership team and lead teachers, who will then follow this process to design and implement a comprehensive math and science curriculum. Involving teachers within this collaborative approach in the creation of the curriculum is key in building staff capacity as they will implement a curriculum with greater fidelity when they have input into the development of the curriculum. In addition, Thomas D. Gregg Elementary School #15 has a number of faculty members who are passionate about and interested in aerospace and flight, and this will enable them to be engaged in the process. Working vertically on the curriculum maps and units will ensure that all standards are adequately addressed at the grade level for which they are intended. <p>This work will communicate a sound process for creating effective units of instruction that the school can apply to developing all of the units in the curriculum maps for grades K-6. It will also support teacher implementation of effective instructional practices. The following approach will be used to accomplish the work of developing and supporting the curriculum with the identified team:</p> <ul style="list-style-type: none"> • August-September: Professional Learning focused on the process of curriculum
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	<p>mapping and curriculum development, resulting in one unit at each grade level, to include –</p> <ul style="list-style-type: none"> ○ Overview of purpose/process of curriculum mapping (1 day) ○ Creating Pacing Guides/Scope and Sequence: sorting the standards into units, selecting one unit on which to focus (1 day) ○ Deconstructing the math and science standards for the selected unit (1 day) ○ Developing Assessments for the selected unit (2days) ○ Aligning Learning Activities (unit/lesson development) for the selected unit (2 days) <ul style="list-style-type: none"> • October-May: Implementation of curriculum mapping process, guided by Scholastic Achievement Partners to develop remaining units, assessments, and curriculum materials for all grade levels. Curriculum mapping teams will continue the work of deconstructing standards, developing assessments, and aligning learning activities for the remaining units identified in the pacing guides/scope and sequence. (30 days) • Prior to School Start – May: Aligned professional learning courses to support development of teacher pedagogical and subject content knowledge to support effective teaching of the grade level content identified in the curriculum maps (12 days throughout the year, interspersed with coaching) • September-May: Group and Individual Coaching to support classroom implementation (6 sessions of each per teacher, 1-2 sessions per month) <p>Scholastic Achievement Partners will also seek to establish partnerships with organizations that have deep expertise in aerospace and flight to provide resources and assistance in the development of our curriculum.</p> <p>Focus Goal #3: Building staff capacity in literacy instruction</p> <p>In order to accomplish Thomas D. Gregg Elementary School #15's goal of developing and retaining a team of highly-qualified, professional educators who will continue to positively impact student achievement, School #15 will create and implement a systematic professional learning plan focused on consistent implementation of high-impact strategies for literacy instruction. Specific focus will be put on developing core strategies to foster student engagement with informational text and literary text, as well as building specific skills around vocabulary acquisition and development. This plan will provide a blended model of face-to-face professional development, job-embedded instructional coaching, and online support to meet the needs of each individual teacher.</p>
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	<p>The professional learning continuum would include the following components to reach this goal:</p> <ul style="list-style-type: none"> • Upfront Instructional Excellence Institute: This will introduce the overall initiative and a targeted set of instructional strategies that will be implemented in Year 1. • Online Learning: Teachers will be enrolled in an online learning course via the Scholastic U platform, which will help ground educators in key best practices of elementary literacy instruction. Scholastic Achievement Partners will select appropriate courses which best target the Thomas D. Gregg Elementary School #15's desired focus on informational text, literary text, and vocabulary development. • Quarterly group-based professional learning to provide a “deep dive” on key topic areas and to give teachers a chance to practice skills in a safe and supportive environment • Job-Embedded Coaching (1x per month for all teachers) <ul style="list-style-type: none"> ○ Coach will work with each teacher to develop a personalized plan for growth and development in instruction (based on common vision) ○ Coach will observe and track fidelity of implementation of recommended instructional techniques ○ Coach will provide side-by-side assistance and reflection/de-briefing <p>A key set of engagement and instructional strategies will be implemented by every teacher school wide. It will be important to have a high degree of focus, to avoid doing too much, and to place a strong emphasis on consistent implementation of chosen strategies in every classroom, every day. Thomas D. Gregg Elementary School #15's leadership team and Scholastic Achievement Partners will monitor and assess each teacher's implementation of their specific professional learning plan.</p> <p>Focus Goal #4: Systematic, technology-driven literacy intervention approaches for below-proficient students</p> <p>With more than 50% of students scoring below proficient on the ISTEP (including 60+% of students at grade 5 in literacy), rigorous support systems for addressing the needs of struggling and at-risk readers must be addressed.</p> <ul style="list-style-type: none"> • Literacy
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	<ul style="list-style-type: none"> ○ Below-level readers in grades 3-6 will benefit from an intensive intervention program designed to move them to grade level performance. Students in grades K-2 will also be accelerated with a targeted prevention/intervention program designed specifically for their emerging and developing literacy needs. These intensive programs will complement existing, successful programs or efforts, ensuring that every student receives the specific support he/she needs. ○ To this end, Thomas D. Gregg Elementary School #15 will implement the following: <ul style="list-style-type: none"> ▪ Rigorous identification of students who will benefit from literacy intervention: The Scholastic Reading Inventory, the Scholastic Phonics Inventory, or the iRead Screening and Placement assessment will be used to screen students for identification and to provide ongoing progress monitoring. Multiple measures of assessment will also be used to identify below-level readers and will leverage additional data (e.g. Acuity, performance assessments) to assist in this process as well. ▪ Placement of students in a research-based, technology-enabled reading intervention program: Scholastic has pioneered the use of technology in helping to enable effective reading intervention at scale and is designed to support teachers, to standardize instructional best practices, and to help ensure maximum small group and one-on-one time between teachers and students. Students would be placed into one of three programs: <ul style="list-style-type: none"> ▪ iRead, for grades K-2 students in need of additional early literacy foundational support. ▪ System 44, for grades 3-6 students still in need of foundational skills ▪ READ 180, for grades 3-6 students who need additional support in phonics, spelling, vocabulary, and comprehension • Rigorous implementation support: Scholastic Achievement Partners
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	<p>will work with the school to construct a rigorous plan of systematic intervention support, consisting of the following key tasks:</p> <ul style="list-style-type: none"> ▪ 2 Days of upfront training ▪ Monthly in-classroom support for all READ 180/System 44 teachers ▪ Quarterly school visits (4) for iRead teachers ▪ Ongoing progress monitoring and reporting back to district leadership to highlight implementation fidelity ▪ Assistance in implementation planning, including guidance and support in adjusting school schedules to support the intervention initiative <p>• Mathematics</p> <p>In order to support the needs of struggling math students and to build foundational skills, School #15 will implement a proven and intensive intervention for students in grades 2-6. FASTT Math Next Generation will be used to ensure mastery of all math facts in all four operations in order to succeed in higher-order mathematics. FASTT Math Next Generation's adaptive technology creates an individualized learning progression for every student, and embedded assessment ensures math fact mastery. FASTT Math Next Generation adapts daily instruction according to an individual student's performance. Results from the Placement Assessment are used to build an individualized Fact Grid that highlights the student's fluent and non-fluent facts and selects facts for instruction. The program makes adjustments continually so that each student receives the targeted instruction and practice needed to gain automatic recall of all facts.</p>
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Indicators of LEA Commitment	Description of how this commitment was or will be completed
3. Align other resources with the school improvement model. (For examples of resources and how they might align, see Attachment C).	
<p><i>The IDOE will assess the LEA's commitment to align other resources with the interventions by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying resources currently being utilized in an academic support capacity; (b) Identifying additional and/or potential resources that may be utilized in an academic support capacity; (c) Assessing the alignment of other federal, state, and local resources based on evidence-based effectiveness and impact with the design of interventions; (d) Assessing the alignment of other federal, state, and local resources with the goals and timeline of the grant (e.g., fiscal, personnel, time allotments/scheduling, curriculum, instruction, technology resources/equipment); (e) Conducting regularly scheduled reviews of the resource alignment to ensure all areas are operating fully and effectively to meet 	<p>In response to a number of IPS schools failing to meet PL221, IPS has established a Turnaround Office at the District Level to assist schools in turnaround and transformation.</p> <p>This office provides powerful support and direction for these schools including: Officer/Director of Turnaround Schools: Yvonne Rambo Executive Director of Elementary Education: Joan Harrell</p> <p>The Executive Director of Elementary Education will closely oversee the turnaround for Thomas D. Gregg Elementary School #15. She, or her designee, will be onsite at Thomas D. Gregg Elementary School #15 to closely review formative data and regularly conduct fidelity checks and informal assessments to see the effects of the transformation initiative.</p> <p>Each school visit potentially includes time to view classes in session, as the schedule allows, and to meet with the principal and key staff. They inquire about curricula, course sequencing, textbooks, assessment systems, scheduling, and supports for special populations.</p> <p>IPS Academic Support All content teachers in the transformation schools are accountable for: (a) using Instructional Calendars (pacing guides) to focus instruction on identified Indiana Academic Standards; (b) administering uniform formative and summative including, but not limited to: Acuity Predictive, Scholastic Reading Inventory, Dynamic Indicators of Basic Early Skills, mClass Math (c) using formative assessment results to adjust instruction and provide targeted interventions; and (d) participating in professional development trainings to increase instructional competencies and to</p>

<p>the intended outcomes or making adjustments as necessary;</p> <p>(f) Redirecting resources that are not being used to support the school improvement process; and</p> <p>(g) Assessing the presence (minimum of one day per week the first year) in the school to monitor the implementation of the interventions by school administration, faculty, and staff as well as interactions with the selected service provider(s) to ensure the full implementation of supports.</p>	<p>effectively use data to inform classroom practices.</p> <ul style="list-style-type: none"> • Indiana Academic Standards will be taught and maintained (periodically revisited) using a 9-week Instructional Calendar (pacing) covering four Instructional Cycles across the school year. • 8-Step Process: As part of the 8-Step Process, bi-monthly Learning Log (DATA) meetings will take place, led by the principal and school instructional teams to analyze assessment results, share effective practices, discuss strategies for addressing weaknesses, and re-group students for remediation and enrichment during Success Periods. • Predictor Assessments are given to students in grades 3-8. These predictive assessments gauge students' progress in mastering standards to be assessed on ISTEP+. • Scholastic Reading Inventory is a summative assessments administered to students in grades 3-8 that pinpoints students' individual Lexile scores at their Independent reading level. This assessment is conducted three times per year. • Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and mClass Math are formative assessments administered to students in grades K-2. These assessments pinpoint students' strengths and weaknesses in phonics, reading comprehension, and basic mathematical skills. <p>**Also placed outline in Capacity Task #18**</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
4. Modify LEA practices and policies to enable the school to implement the intervention model fully and effectively.	
<p><i>The IDOE will assess the LEA's commitment to modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively by requiring the LEA to document a process which may include, but will not be limited to:</i></p> <ul style="list-style-type: none"> (a) Identifying IDOE and/or LEA challenges that may slow or halt the school improvement implementation process; (b) Assessing, designing, and implementing a policy modification protocol that includes input that may include state and local education agency administrators, board members, and personnel; and (c) Developing an ongoing process to assess areas that may be considered for policy and process modification that include, but will not be limited to: <ul style="list-style-type: none"> (i) school administrator and staff hiring practices; (ii) school administrator and staff transfer procedures; (iii) school administrator and staff dismissal 	<p><u>Turnaround Officer</u></p> <p>A designated (district-funded) Turnaround Officer signals the district's commitment to supporting the important work of this initiative. While transformation principals are charged with making significant achievement, acceptance of SIG funding brings with it the obligation to do things differently and the additional flexibility—not available to other schools—to make it happen.</p> <p>To enable the work of transformation principals, they will be given direct access to personnel with the knowledge, determination and the authority to be responsive to issues that impede success. Giving transformation principals direct reporting authority provides relief from traditional organizational structures encountered that may impede needed reform.</p> <p>Evaluation procedures for school administrators and staff are predominately based on school and student performance at IPS transformation schools. Currently, IPS adheres to the evaluation guidelines of the Indiana Department of Education RISE rubric to determine staff performance.</p> <p>Evaluation and Documentation System: RISE Beginning in the 2012-2013 academic year, the Indianapolis Public Schools utilizes the Indiana Department of Education's model evaluation and development system, RISE. RISE provides Indiana teachers the meaningful feedback and support they need to grow professionally, and ensures Indiana students have teachers who will help them grow academically. RISE brings principals and teachers together in a common mission of developing, supporting, and recognizing excellent teaching. (Information from: www.riseindiana.org)</p>

procedures;	<p>The RISE model complies with Senate Enrolled Act I that evaluations must:</p> <ul style="list-style-type: none">• <i>Be annual:</i> Every teacher, regardless of experience, deserves meaningful feedback on their performance on an annual basis.• <i>Include Student Growth Data:</i> Evaluations should be student-focused. First and foremost, an effective teacher helps students make academic progress. A thorough evaluation system includes multiple measures of teacher performance, and growth data must be one of the key measures.• <i>Include Four Rating Categories:</i> To retain our best teachers, we need a process that can truly differentiate our best educators and give them the recognition they deserve. If we want all teachers to perform at the highest level, we need to know which individuals are achieving the greatest success and give support to those who are new or struggling. <p>• There are four summative rating levels in RISE.</p> <table><tr><th>Highly Effective</th><th>Effective</th><th>Improvement Necessary</th><th>Ineffective</th></tr><tr><td>Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.</td><td>Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.</td><td>Room for growth in professional practice, student achievement and professional contribution to school or corporation.</td><td>Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation</td></tr></table> <p>Evaluators use the Teacher Effectiveness Rubric to rate a teacher at the end of the year using a four step process. The last two steps convert domain ratings to a final, overall Professional Practice rating. Each of the three possible measures of student learning will receive 1 – 4 rating. Teachers fall into one of three groups for the purpose of calculating a summative rating. Each group uses a different weighting</p>	Highly Effective	Effective	Improvement Necessary	Ineffective	Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.	Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.	Room for growth in professional practice, student achievement and professional contribution to school or corporation.	Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation
Highly Effective		Effective	Improvement Necessary	Ineffective					
Consistently exceeds expectations for professional practice, student achievement and professional contribution to the school or corporation.		Consistently meets expectations for professional practice, student achievement and professional contribution to the school or corporation.	Room for growth in professional practice, student achievement and professional contribution to school or corporation.	Consistently fails to meet expectations for professional practice, student achievement and contribution to school or corporation					
(iv) school administrator and staff evaluation procedures [predominately based (at least 51%) on school and student performance data]									
(v) school administrator and staff rewards for increased student achievement and/or graduation rate;									
(vi) school administrator and staff recruitment, placement and retention procedures ; and									
(vii) altering the traditional school day and/or calendar to include additional instructional and planning time.									

scheme. The weighted score determines the final rating. (See chart below for overview of the Teacher Effectiveness Rubric.)

Indiana Teacher Effectiveness Rubric: Overview

The primary portion of the Teacher Effectiveness Rubric consists of three domains and nineteen (19) competencies.

Figure 2: Domains 1 – 3 and competencies

Domain 1: Planning

- 1.1 Utilize assessment data to plan
- 1.2 Set ambitious and measurable achievement goals
- 1.3 Develop standards-based unit plans and assessments
- 1.4 Create objective-driven lesson plans and assessments
- 1.5 Track student data and analyze progress

Domain 2: Instruction

- 2.1 Develop student understanding and mastery of lesson objectives
- 2.2 Demonstrate and clearly communicate content knowledge to students
- 2.3 Engage students in academic content
- 2.4 Check for understanding
- 2.5 Modify instruction as needed
- 2.6 Develop higher-level of understanding through rigorous instruction and work
- 2.7 Maximize instructional time
- 2.8 Create classroom culture of respect and collaboration
- 2.9 Set high expectations for academic success

Domain 3: Leadership

- 3.1 Contribute to school culture
- 3.2 Collaborate with peers
- 3.3 Seek professional skills and knowledge
- 3.4 Advocate for student success
- 3.5 Engage families in student learning

In addition to the three primary domains listed above, the Teacher Effectiveness

	<p>Rubric contains a fourth domain, referred to as Core Professionalism, which reflects the non-negotiable aspects of a teacher's job.</p> <p>A three-member district administrative evaluation team collects teacher effectiveness data for the Turnaround Officer. Across the school year, transformation principals will be authorized to initiate this process to collaborate further, as needed, with the district evaluation team.</p> <p>Monthly Process Checks between the Director of Turnaround Schools and the Principal will facilitate intentional progress (formative evaluation) checks to help us determine adjustments needed in turnaround leadership, teachers' capacity to impact student impact, and the accountability of critical central office divisions.</p> <p>Financial incentives</p> <p>Financial incentives for leaders and staff at transformation schools are helping to recruit and retain highly effective educators at our struggling schools. Rubrics that describe how these bonuses are determined reflect the importance of student academic growth. Rubrics are collaboratively designed and intentionally aligned to the instructional initiatives outlined in the School Improvement Grant.</p> <p>Throughout the SIG grant period, the principal will work closely with the Executive Director of Elementary Education and Scholastic Achievement Partners to support identified leadership and instructional improvements needed to positively impact the work of transformation schools to dramatically increase student achievement.</p>
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Indicators of LEA Commitment	Description of how this action was or will be completed
5. Sustain the model after the funding period ends.	
<p>The IDOE will assess the LEA's commitment to sustain the reforms after the funding period ends by requiring the LEA to document a process that may include, but will not be limited to:</p> <ul style="list-style-type: none"> (a) Developing school improvement planning processes that support sustainability of education reform protocol; (b) Developing processes to assure effective training of school leadership staff to ensure the understanding and efficient implementation of interventions into operating flexibility of the school; (c) Developing processes to assure effective training of school staff to ensure the understanding and efficient implementation of interventions into the classroom curriculum and activities; (d) Identifying alternative funding sources to sustain operational protocol that may require financial support; (e) Identifying meaningful professional development for school leadership and staff that support short-term and long-term initiatives of educational 	<p>The Director of Turnaround Schools will sustain reform efforts, minimally, at four levels:</p> <ul style="list-style-type: none"> (a) Findings from IDOE monitoring site visits, Quality Reviews, School Portfolio, and ongoing collaborative work with our External Provider will be reviewed by the Director of Turnaround Schools and the transformation principal. Together, they will determine a timeline for making necessary adjustments—or taking corrective actions. As needed, the Director of Turnaround Schools will support the transformation principal by eliminating barriers that interfere with the efficient and effective implementation of the model. Simultaneously, the principal of Thomas D. Gregg Elementary School #15 will be held accountable for maintaining fidelity to the model as described in this proposal (b) To keep key leadership apprised of transformation school progress and to solicit their input and continuous support, data findings will be: <ul style="list-style-type: none"> • Reported to the Superintendent • shared at weekly Superintendent's cabinet meetings • periodically updated in the Superintendent's Weekly School Board Notes • reported regularly to the School Board Education Committee (c) Data findings will drive on-going programmatic and personnel adjustments over the three-year SIG grant funding period to continuously improve strategies, adjust instructional and intervention practices, and significantly increase student achievement (d) Findings from transformation schools will offer subsequent priority schools with invaluable "lessons learned," as the next round of priority schools use their own data to identify critical needs and determine innovative and effective strategies for significantly increasing student achievement and graduation rates. In

<p>improvement;</p> <p>(f) Demonstrating a commitment to the continuous development of teacher knowledge and skills to incorporate changes into their instruction as evidenced by an extensive action plan;</p> <p>(g) Developing an evaluation system that measures short-term and long-term, multi-level implementation of interventions, as well as the measurement of effectiveness of supporting initiatives and policy;</p> <p>(h) Development of a process to embed interventions and school improvement activities in an extensive strategic long-term plan to sustain gains in student achievement;</p> <p>(i) Developing an evaluation system to monitor strategic checkpoints and end of the year results and outcomes to inform and assist practitioners with problem-solving and decision-making that supports short-term and long-term educational fidelity;</p> <p>(j) Developing a process to sustain alignment of resources with the school's mission, goals, and needs;</p> <p>(k) Planning a growth model for both the fiscal and human capital within the LEA for implementation and sustainability of</p>	<p>addition, monthly process checks with the Director of Turnaround Schools, Mrs. Rambo, and Thomas D. Gregg Elementary School #15 will keep all apprised of implementation results.</p> <p>Evaluation results of activities funded through SIG grant awards will be used to inform decisions regarding continued funding. Assuming that key initiatives are beneficial and have significantly contributed to dramatically-increased achievement, other local, State and federal resources will be repurposed to sustain effective SIG grant initiatives.</p> <p>As indicated in the alignment of resources below, a plan to sustain reforms is in place.</p> <p>Professional Development (training provided by Scholastic): Internal capacity at Thomas D. Gregg Elementary School #15 will be built to locally provide and sustain training needs: Title 2A</p> <p>Professional Development for Classroom Teachers: At the conclusion of the grant funding Instructional Specialists potential funding source: Title I</p> <p>Performance-based financial awards: Competitive grant application to U.S. Department of Education TIF (Teacher Incentive Funds)</p> <p>Extended Time Learning costs for teachers and transportation: Allowable costs under Title I</p> <p>Technology: Technology grants</p> <p>External Provider, Quality Reviews, and Project Manager: Capacity gained should enable us to continue practices acquired. With an</p>
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<p>interventions and school improvement activities;</p> <p>(I) Establishing and implementing accountability processes that provide effective oversight of the interventions, school improvement activities, financial management, and operations of the school.</p>	<p>established model for conducting ongoing monitoring using formative assessment, administrative staff will assume this role.</p>
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4. Implementation of Specific Intervention Models: Turnaround, Transformational, Restart, Closure

➤ **Instructions:**

- 1) Scroll down to the intervention model that the school will be using. Complete the information for that model only.
- 2) Using the tables provided, develop a timeline for each element of the selected model listed in the first column. In the second column include the steps or tasks the district will complete to fulfill the requirements of the element. Also, list the lead person and when the task will occur (names of months are sufficient).
- 3) **Complete the table for only the model that the school will implement.**
- 4) If the improvement model will not be implemented, check “We will not implement this model.”
- 5) For how the descriptions will be scored, see the Intervention Models scoring rubric (Attachment F).

Turnaround Model

☐ We will implement this model. ☒ We will not implement this model - move to

Transformation Model

☒ We will implement this model. ☐ We will not implement this model – move to next model.

If implementing the transformation model, complete the table below.

Elements	Tasks	Lead Person/ Position	Time Period (month)
1. <i>Replace the principal who led the school prior to implementing the model.</i>	Principal was appointed by the Superintendent.	Dr. Eugene G. White, Superintendent of IPS	September 2012
2. <i>Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement.</i>	<p>Training of the Thomas D. Gregg Elementary School #15 administrative team – full implementation of the RISE Evaluation and Development System beginning in August 2012.</p> <p>Training of staff and implementation of evaluation system</p>	<p>- District Level Trainer</p> <p>- Principal</p>	<p>2012 Admin Training dates: May 22, 24, 29, 31 July 26</p> <p>Implement evaluation system beginning August 2012</p>

3. <i>Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not.</i>	Develop Reward Rubric for Financial Incentives	- Principal - Leadership Team	May 2013
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Elements	Tasks	Lead Person/ Position	Time Period (month)
4. <i>Provide high quality, job-embedded professional development.</i>	<ul style="list-style-type: none"> -Participate in periodic teacher-student-grade and school-wide needs and progress analysis -Identify areas of constructive professional development -Provide professional development and/or identify resources for professional development -Brainstorm and design data-driven interventions for students -Develop and/or collect research-supported materials for teacher use -Provide teacher training and modeling -Observe, demonstrate, provide feedback, and follow-up with individual teachers and grades on targeted pedagogical skills 	<ul style="list-style-type: none"> -Scholastic Achievement Partners -District-level trainers -Leadership Team -Technology Paraprofessional -Math Consultant -ENL Program Coordinator -ENL Lead Teacher 	August 2013-June 2014

		-Special Education Instructional Coach -Special Education Lead Teacher -Behavior Interventionist	
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5. <i>Implement strategies to recruit, place, retain staff (financial incentives, promotion, career growth, flexible work time).</i>	Use IPS Recruitment procedures as outlined by Human Capital Division Develop Teacher Incentive Plan	- Principal - Leadership Team	May-July 2013
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6. <i>Provide increased learning time for students and staff.</i>	To provide consistent learning opportunities, Instructional Interventionists will provide classroom support for teachers participating in training. The Grab-and-Go Breakfast will be continued in which grades 1-6 students bring breakfast to the classroom in order to gain an additional 30 minutes of learning. There will also be a daily Extended-Day which will provide opportunities for remediation and enrichment. The Enrichment Program is composed of a 30 minute	-Principal -Leadership Team -Extended-Day Teachers -Instructional	August 2013-June 2014
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	<p>before school BOKS Program (a fitness and nutrition program that provides a body and brain boost for kids, setting them up for a day of learning); and a 60 minute after school program with 3 tiers of learning. The Extended Day Program will target math and reading remediation areas identified through assessments and data analysis while also offering enrichment opportunities in math, music, art, culture, and science. The amount of remediation and enrichment students receive will be determined by the tiers in which students are placed. Tier 3 students will receive remediation, Tier 2 will receive a combination of remediation and enrichment, and Tier 1 students will receive enrichment.</p>	Interventionists	
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7. <i>Use data to implement an aligned instructional program.</i>	<p>Implementation of the 8-step Process: During bi-monthly “Learning Log” meetings (part of the 8-Step Process), teacher teams will review the results of formative assessments to: (a) determine how students performed and their specific areas of strengths and weaknesses; (b) identify classrooms where overall performance was strong and share the effective practices that influenced those results; (c) problem-solve instructional and student-specific issues; and (d) regroup students for additional support—remedial or enrichment during scheduled 30-minute Success period.</p>	<p>-Principal -Teachers</p>	<p>August 2013 – June 2014</p>
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Elements	Tasks	Lead Person/ Position	Time Period (month)
8. <i>Promote the use of data to inform and differentiate instruction.</i>	<ul style="list-style-type: none"> -Set an early target date with teachers for determining students' baselines in math and reading -Schedule regular assessments of academic skills -Maintain a data wall -Attend PLC meetings to discuss assessment data with grade level and individual teachers -Participate in developing learning logs, data-driven interventions, and student groupings for interventions and programs -Work with Scholastic Achievement Partners to implement data-driven interventions and provide teachers with ongoing professional development in the area of differentiated instruction 	<ul style="list-style-type: none"> -Data Coach -Scholastic Achievement Partners -Administration 	Aug 2013-June 2014
9. <i>Provide mechanisms for family and community engagement.</i>	<ul style="list-style-type: none"> -Develop programs for family-community-school engagement -Facilitate communication between families and the school -Maintain a welcoming Parent and Community Involvement Center -Maintain a Parent Library of community and school resources -Work collaboratively to encourage the engagement of limited English-speaking parents -Maintain a Parent Library of bilingual information of Spanish-language community resources 	<ul style="list-style-type: none"> -School Community Coordinator/ Parent Liaison -Social Worker -Bilingual Social Worker -Title I, Special Ed, ENL 	Aug 2013-June 2014

10. Give the school sufficient operational flexibility (staffing, calendars/time, and budgeting).	Operational flexibility has been granted to Thomas Gregg Elementary School #15. Because of its transformation status, this School Improvement Grant will supplant the mandated School Improvement Plan. Policies and practices mandated by the district may be waived and replaced with solutions designed to specifically to assist Thomas Gregg Elementary School #15.	- Principal	July 2013-July 2014
11. LEA and, SEA supports school with ongoing, intensive technical assistance and support.	District leadership is committed to supporting each of the identified schools by removing district mandates and working with bargaining agents to remove any barriers to meeting the goals outlined in this proposal.	- Yvonne Rambo, Officer/Director of Turnaround Office - Joan Harrell, Executive Director of Elementary Education	August 2013 – June 2014

➤ If implementing the transformation model, explain how the recruitment and selection of a new principal will take place.

The new transformation principal for Thomas D. Gregg Elementary School #15, was selected by the superintendent based on her instructional leadership and excellence in the area of instructional supervision and evaluation. Dr. Teresa Baker has earned recognition for her ability to observe instruction and accurately determine the level of proficiency of the teacher and to have the courage to facilitate the instructional conversation in order to move their instruction to a level that has increased student achievement. Dr. Teresa Baker has demonstrated in each of her administrative assignments the ability to develop teacher leaders and to bring educators and community together to improve the instructional opportunities for the students of her school. She has begun the transition into her new role as the transformation principal at Thomas D. Gregg Elementary School #15 in getting to know the Lead Partners, Scholastic Achievement Partners, and their tremendous work.

Pre-Implementation

Describe proposed activities to be carried out during the pre-implementation period, including a proposed budget.

Action: Prior to implementation, meetings with stakeholders have taken place. Meetings with parents, community partners, and staff will take place periodically throughout the year. Parent surveys will be distributed to gain input for implementation.

Timeline: See Timeline within application

Budget: See Attached Budget

Check Your Work - Additional Requirements for All Models

Requirement	Yes	No
1. All the elements of the selected intervention model are included.	X	
2. The descriptions of how <i>all</i> of the elements will be or have been implemented are specific, logical and comprehensive.	X	
3. The timeline demonstrates that <i>all</i> of the model's elements will be implemented during the 2013-2014 school year.	X	

Restart Model

- ☐ We will implement this model. ☒ We will not implement this model – move to next model.

School Closure

- ☐ We will implement this model. ☒ We will not implement this model – do not complete.

5. Annual Goals for Priority Schools for Accountability

Instructions:

- 1) Review the results of the two worksheets “Analysis of Student and School Data” and “Self-Assessment of High-poverty, High-performing School,” the findings, and the root cause analysis.
- 2) Based on the baseline student data for ISTEP+ and/or end-of-course assessments, develop:
 - One English/language arts goal for “all students.”
 - One mathematics goal for “all students.”
- 3) Schools serving students in grade 12 must also include a goal related to graduation.
- 4) Include goals for the three-year duration of the grant.

Note: Goals must be measureable and aggressive, yet attainable.

SY 2011-2012 Baseline Data (most recent available data that corresponds to the proposed goals)	Annual Goals		
	SY 2013-2014	SY 2014-2015	SY 2015-2016
<i>Example:</i> 50% of all students are proficient on ISTEP+ mathematics	75% of all students are proficient on ISTEP+ mathematics	85% of all students are proficient on ISTEP+ mathematics	95% of all students are proficient on ISTEP+ mathematics
ISTEP Grades 3-6 ELA 49.7% of students are proficient	56% of students will pass English/Language Arts	63% of students will pass English/Language Arts	70% of students will pass English/Language Arts and Math
ISTEP Grades 3-6 Math 55% of students are proficient	62% of students will pass Math	70% of students will pass Math	75% of students will pass Math

After reviewing the “Analysis of Student and School data” and the “Self-Assessment of High-poverty, High-performing School” findings, Thomas D. Gregg Elementary School #15 has selected to strive towards a 20% increase in ELA and Math scores over the 3-year SIG period. Based on our baseline ISTEP data and root cause analysis, we feel that 6.3% growth in Year 1 in ELA and 7% growth in Math is an aggressive and attainable goal. School #15 will be implementing a series of data-driven interventions and instructional programs to increase student achievement, and it is anticipated that the greatest impact from these initiatives will be felt beginning in Year 2 and continuing through Year 3.

II: Budget (Please see separate attached document – titled *Thomas D. Gregg School #15 SIG Budget* in email)

Instructions:

- 1) Complete the budget pages provided in the attached Excel file for the three years (see copies in Attachment C). Electronically select each “tab” for years 2013-2014, 2014-2015, and 2015-2016.
- 2) Indicate the amount of school improvement funds the school will use for each year of the grant period to implement the selected model in the school it commits to serve.

3) The total amount of funding per year must total *no less than \$50,000 and no greater than \$2,000,000* per year.

Note: The LEA’s budget must cover the period of availability, including any extension wanted through a waiver, and be of sufficient size and scope to implement the selected school improvement model in the school(s) the LEA commits to serve. It would be permissible to include LEA-level activities designed to support implementation of the selected school improvement model in the LEA’s school.

- 4) Describe how the LEA will align federal, state, and local funding sources with grant activities. (See Attachment D for suggestions)

**Submit all materials in this document,
including the two worksheets in this application to IDOE**

APPENDICES

The following documents are attached (separately) in support of proposal expectations for Thomas D. Gregg #15:

Letters of Support

- ❖ Indianapolis Public Schools Interim Superintendent, Dr. Peggy Hinckley
- ❖ Indianapolis Public School Board
- ❖ Indianapolis Public Schools Teachers' Union

Resume of Transformation Principal

- ❖ Dr. Teresa Baker

Resumes of District Leadership and Specialists

- ❖ Yvonne Rambo, IPS Turnaround Director
- ❖ Joan Harrell, Executive Director of Elementary Education
- ❖ Kathleen Ducote, Turnaround Specialist
- ❖ Patricia Elff, Turnaround Specialist



Indianapolis Public Schools

The John Morton-Finney Center for Educational Services
120 East Walnut Street
Indianapolis, IN 46204
TEL 317-226-4411 • FAX 317-226-4936

Office of the Superintendent

May 17, 2013

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street
South Tower, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As Interim Superintendent of the Indianapolis Public Schools, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS School #15 (identified by the Indiana Department of Education as a priority school).

The support IPS School #15 will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, the members of the Board of School Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at IPS School #15. I wholeheartedly support the following elements that will be in place for Phase I of the Grant.

- The recently created district Turnaround Office will support the efforts of IPS School #15 to substantially improve classroom instruction and dramatically increase student achievement.
- Data will be used to drive decision-making, e.g., to inform curriculum and instructional practice and the delivery of differentiated supports for students.
- Schedules will be established and strategies used to provide increased learning time.
- Appropriate social-emotional and community-oriented services will support teachers and students.
- The principal has recently been replaced.
- Operational flexibility will be provided to the principal for hiring, retaining, transferring and replacing staff. The principal will have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS School #15. We are grateful to have this opportunity.

Sincerely,

Peggy Hinckley, Ed.D.
Interim Superintendent



BOARD OF SCHOOL COMMISSIONERS
OF THE CITY OF INDIANAPOLIS

120 EAST WALNUT STREET • INDIANAPOLIS, INDIANA 46204 • 226-4418

Diane Arnold
President

Andrea J. Roof
Vice President

Samantha Adair-White
Secretary

Michael D. Brown, Th.D.

Gayle S. Cosby

June 3, 2013

Caitlin M. Hannon

Sam Odle

Eugene G. White, Ed.D.
Superintendent

Sharon G. Alvey
*Executive Assistant and
Secretary to the Board*

Superintendent Glenda Ritz
Superintendent of Public Instruction
Indiana Department of Education
115 W. Washington Street
South Tower, Suite 600
Indianapolis, Indiana 46204

Dear Superintendent Ritz:

As President of the Board of School Commissioners for the City of Indianapolis, it is my pleasure to write this letter supporting the important work of the School Improvement Grant Initiative, under Section 1003(g) of Title I. Through the resources provided under Section 1003(g) of Title I, the district will begin Phase I of a multi-year plan to "transform" IPS Thomas D. Gregg Elementary School #15 (identified by the Indiana Department of Education as a priority school).

The support IPS School #15 will receive from the funding of Phase I of the School Improvement Grant Initiative will enable the school to implement cutting edge, research-based educational initiatives (Transformation Model). These initiatives will help improve teacher pedagogy and increase student achievement.

Superintendent Ritz, my fellow Commissioners and I are committed to continuously supporting all aspects of the Transformation Model at IPS School #15. Thomas D. Gregg School #15 received a new principal during the 2012-13 school year. Moving forward in the 2013-2014 school year, School #15 will have operational flexibility for the new principal in hiring, retaining, transferring and replacing staff. The principal will also have the authority to remove ineffective teachers throughout the school year and the district's Turnaround Director will enable responsive action, as needed.

The Indianapolis Public Schools district supports the implementation of Phase I of the School Improvement Grant Initiative at IPS Thomas D. Gregg Elementary School #15. We are grateful to have this opportunity.

Sincerely,

Diane Arnold, President
Board of School Commissioners



**INDIANAPOLIS
EDUCATION
ASSOCIATION**

6910 N. SHADELAND AVENUE, SUITE #100,
INDIANAPOLIS, INDIANA 46220

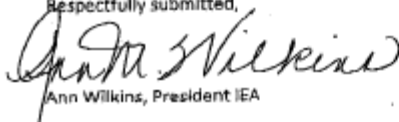
TELEPHONE: (317) 598-8464 ☎ 1-800-636-7739
FAX: (317) 598-8465 ☐ HOTLINE: (317) 598-8488

June 6, 2013

To whom it may concern:

The Indianapolis Education Association (IEA) in collaboration with the Indianapolis Public Schools (IPS) will work in developing the School Improvement Grant (1003g). We are committed to eliminating barriers for the implementation of the model, with the understanding that nothing in this grant will violate or affect our Master Agreement with IPS and/or state/federal statutes. We further understand that the IEA will be notified for discussion and collaboration on any changes that affect teacher evaluations, financial incentives for all content areas, hiring and dismissal procedures and the length of the school day.

Respectfully submitted,


Ann Wilkins, President IEA

Teresa A. Baker, Ph. D.
12721 Old Stone Drive
Indianapolis, Indiana 46236
(317) 652-5421
(317) 226-4215
bakert@ips.k12.in.us

Educational Philosophy

I believe that every student should have the opportunity to obtain a quality education that meets their academic, social and emotional needs.

Education Experience

Indiana State University – Ph.D.

Educational Leadership-Dissertation-Gifted and Talented Students

Superintendent's License

Butler University-Masters in Education

Administrator's License

Indiana Wesleyan University- Masters in Management

Butler University – Bachelor's in Education

Administrative Experience

Current Principal Thomas D. Gregg, Elementary #15

Assistant Principal Elder W. Diggs, Elementary #15

Assistant Principal Arlington Woods Elementary, #99

Assistant Principal Garfield Phoenix, #31

Phoenix Alternative Assistant Principal (Garfield Phoenix)

District Curriculum Facilitator Indianapolis Public Schools

District Magnet Coordinator Indianapolis Public schools

Responsibilities --Assist K-12 Magnet school with implementing MSAP multi-million dollar grants

Program Development, Theme Development, Professional Development, Program Monitoring and Implementation

Provide reports to federal government (Department of Education)

Awards

Fred Swalls Leadership Award-Indiana State University

Key Teacher Award IUPUI

Olin-Davis Award Economics Education

Olin-Davis Honorable Mention

Publications

Lead Curriculum Writer for Language Arts K-12 for the Indianapolis Public Schools

Lead Writer Instructional Framework Indianapolis Public Schools

Grant Writer-Magnet Department

Curriculum Writer for Summer School Programs Indianapolis Public Schools

Developed Professional Development Modules for Indianapolis Public Schools

Developed Curriculum for Nova Southeastern University undergraduate and graduate students

Dissertation on the Psychological Well-Being of Gifted Students

Article for Gifted Talented Monthly Letter-Harter Study Indiana Academy for the Gifted Ball State University

Presenter- National Magnet Conference

Member of Round Table National Magnet Conference

YVONNE RAMBO

10171 Touchstone Drive
Fishers, IN 46038

ramboyc@jps.k17.in.us

Home: 317-570-8509 Work: 317-226-4405 Cell: 317-459-8473

EDUCATION ADMINISTRATOR

Collaboratively lead and implement instructional and curricular programs guided by state standards with literacy as the foundation

Strong educational leadership and administrative skills. Proven ability to meet AYP and PL221. Experienced in curricula development, instructional supervision and staff development. Skills include:

- Strategic Planning & Program Design
- Staff Development
- Curriculum Design
- Reading Program Development
- Standard-based Instruction & Mapping
- Instructional Audits & Interventions
- Achievement Data Analysis
- Cultural Competence
- Collaboration and Teamwork
- Community & International Partnerships

PROFESSIONAL EXPERIENCE

Director of Academic Affairs & Accountability/Turnaround Director 2011 to present
Indianapolis Public Schools

Supervision of the district's "turnaround schools" in the areas of staffing, teacher evaluation, instructional supervision, instruction and curriculum, testing, leadership development. Oversee the district wide implementation of the 8 Step Process involving the use of relevant assessment data to impact instructional pedagogy and curricular decisions. Collaboratively manages the district's 4 1003g (School Improvement Grants) totaling \$24,000,000. Supervision of all content area supervisors, including curriculum development, pacing, assessments, professional development, instructional support, instructional audits. Provide comprehensive leadership and job embedded professional development for building level leaders and teachers in data driven instruction and student achievement. Collaboration with the Department of Education on initiatives impacting our schools, serve as liaison for Lead Partners. Key accomplishments include:

- Development and implementation of a data driven, triangulated system of developing intentional professional development and teacher support
- Development and implementation of a successful student achievement improvement model

Principal 2002 -2010
Farrington Middle School and Gambold Middle School
Indianapolis Public Schools, Indianapolis IN

Develop and administer the general school routine and coordinate all activities within the school community. Led a multi-million dollar renovation project over two years. Observe, counsel, and motivate professional staff toward attaining the educational goals of the District. Evaluate school programs and practices, curriculum content and pilot programs. Maintain an educational philosophy and school climate which encouraged a cooperative and collaborative attitude on the part of faculty, staff, and students. Key accomplishments include:

- Led two low performing middle schools to increased student performance, achieving AYP & PL221 Commendable rating
- Developed effective instructional intervention programs to meet the needs of all students including ESL, Special Education, and General Education

Assistant Principal 1998-2002
Harshman Middle School
Indianapolis Public Schools, Indianapolis IN

Oversaw school curriculum, ensured teaching of the written curriculum, helped staff use curriculum resources and led curriculum development activities. Identified curricula and extra curricula needs by analyzing programs and student achievement. Regularly used the results of the student assessment data to identify problems and implement program improvements.

YVONNE RAMBO

Math Teacher

1990 - 1998

Broad Ripple HS, Edison Middle School, New Beginnings Alternative School
Indianapolis Public Schools, Indianapolis IN

Taught in the areas of pre-algebra, algebra and geometry. Designed and presented comprehensive lesson plans, which incorporated differentiated instruction and authentic assessment, ensuring that each student was able to retain and understand the standards. Developed practical, relevant and rigorous unit-based projects. Offered after-school tutoring to help struggling students improve their critical thinking and problem solving skills. Key accomplishments included:

- Designed and implemented the first standards based math curriculum in the schools

Math Teacher

1985 - 1990

East Jr. High, District 11
Colorado Springs, CO

Taught 7th, 8th and 9th grade math. Designed differentiated lesson plans for special education and ESL students. Implemented alternative assessments that included problem solving. Sponsored extra-curricular programs including student council and STARS drug prevention program. Participated as faculty liaison on community advisory council and PTO. Key accomplishments included:

- Collaborated with Special Education department to develop a co-teaching model
- Developed and implemented a peer counseling program and a drug prevention model

Assistant Dean of Students

1982 - 1985

Colorado College
Colorado Springs, CO

Assisted the Dean in addressing the developmental needs of students. Developed and implemented guidelines for student conduct and a discipline plan with rules and consequences for student behavior. Provided for enrichment education for students through such activities as extended classroom activities, athletics, student government, etc. Administered fiscal and personnel functions and responsible for facilities management. Key accomplishments included:

- Developed and implemented an effective mentoring and internship program for students
- Designed a peer counseling program for teens dealing with drug prevention, depression and loss

AWARDS & AFFILIATIONS

National Middle School Association Distinguished Educator of the Year, 2010 – 2011

Lilly Endowment Award Winner

NAACP Member

Indiana Principals' Leadership Academy Graduate and Facilitator

Phi Delta Kappa

National Middle School Association

Indiana Middle Level Education Association Member and State Board Member

Indiana Schools to Watch Applicant/Finalist

EDUCATION

Administrative Certification, Indiana University, IUPUI,
Indianapolis, IN, December, 1995

Master of Arts: Personnel Administration/Higher Education, Ball State University,
Indianapolis, IN, December, 1990

Bachelor of Science: Mathematics/Secondary Education, Ball State University,
Muncie, IN December, May, 1980

RESUME

Joan Diane Harrell
3883 South 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

<u>I. EMPLOYMENT:</u>	<u>PRIMARY RESPONSIBILITIES</u>
<u>July 2010 - Present</u> Indianapolis Public Schools 120 E. Walnut Street Indianapolis, Indiana 46204	Executive Director of Elementary Education
<u>January 2009 – June 2010</u> Indianapolis Public Schools 120 E. Walnut Street Indianapolis, Indiana 46204	Director K-12 Curriculum and Instruction Division
<u>2005 – January 2009</u> Indianapolis Public Schools 120 E. Walnut Street Indianapolis, Indiana 46204	Elementary Director Fifteen Elementary Schools
<u>1986- 2005</u> Indianapolis Public Schools Francis W. Parker School #56 2353 Columbia Avenue Indianapolis, Indiana 46205	Elementary School Principal Preschool, K-8 th Grades- Montessori 450 Students 70 Staff
<u>1984-1986</u> Indianapolis Public Schools Brookside School #81 3092 Brookside Pkwy. N. Dr. Indianapolis, Indiana 46218	Elementary School Principal Grades K-6 th 425 Students 45 Staff
<u>1982-1984</u> Indianapolis Public Schools Education Services Center 120 E. Walnut Street Indianapolis, Indiana 46204	Elementary Instructional Coordinator of Elementary Option Programs Schools 37, 56, 67, 79, 82, 91, 114 Program planning and expansion Curriculum Development Instructional Coordinator
<u>1969-1982</u> Indianapolis Public Schools Carl Wilde School #79 5002 W. 34 th Street Indianapolis, Indiana 46224	Elementary Teacher Grades: 4, 5, 6 Back-To-Basics Option Program Back-To Basics Option Coordinator
<u>1966-1969</u> Patchogue-Medford Public Schools Medford Elementary School Patchogue, New York	Elementary Teacher Grades 4, 5 Co-Teaching
Director of IPS Summer School Indianapolis Public Schools 2003, 2004, 2005, 2006, 2007, 2008, 2009	Elementary Summer School Program Middle School Program High School Program

RESUME

Joan Diane Harrell
3883 South 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

1997-2002 Summer School Positions Indianapolis Public Schools Schools 79, 88, 112, 84	Elementary Summer School Teacher Instructional Coordinator Regular and ISTEP Summer School Programs Instructional Coordinator of Summer School Curriculum
2001, 2002 Summer School Positions Indianapolis Public Schools Schools 99, 112, Attucks Middle School	Summer School Principal Middle School
Part-time Employment: American States Insurance 1971, 1972 (summer)	Clerk-Typist
Olan Mills 1970 (summer)	Phone Sales

II. RELATED RESPONSIBILITIES AND EXPERIENCE:

- Assumed responsibilities of principal in her absence
- Chairperson of the PBA project for school
- Served on Textbook Adoption Committees for Language Arts, Reading and Math
- Math Curriculum Writer
- PTO Teacher Representative
- PTO President School #79 (4 years)
- Served on the Kindergarten Curriculum Council
- Co-Chairperson of Strategic Action Plan 12.2 – Learner's Bill of Rights
- Language Arts Curriculum Writer
- Serving on District SIP/SAG Committee
 - Chairperson of Evaluation Sub Committee - 2005-Present
- President of Indianapolis Association of Administrator, Supervisors, and Consultants (2000 to present)
- Superintendent's District School Improvement Committee Member 1999- 2008
- Serving on District Middle School Committee
- Serving on Community System Response Committee
- Instructional Technology's Digital Coach Coordinator
- Computer Trainer for Principals 2003-2004
- Principal Mentor Trainer 2005-2006
- Science Curriculum Coordinator 2005 - Present
- District Kindergarten Director 2005- Present

RESUME

Joan Diane Harrell
3883 South, 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

- District New Teacher Evaluation Trainer 2005 – Present
- Director of District Curriculum Mapping Initiative 2009-2010
- Director of District School Improvement Plan 2009 and 2010
- Coordinator and developer of new Teacher Evaluation System 2006-2009
- Trainer of all staff on use of new Teacher Evaluation System 2008-2009
- Developer of new Administrative Evaluation System - 2010
- District trainer for Site Based Decision Making Process and Procedures - 2006-2010

III. EDUCATION AND TRAINING

Bachelor of Science in Elementary Education
State University of New York at Oswego, New York 1966

Master of Science in Education
Indiana University, Bloomington, Indiana, 1969

Elementary School Administration and Supervision, Life License
Indiana University, IUPUI, Indianapolis, Indiana 1979

“Succeeding With Difficult Students”, Lee Canter, 1994

Indiana Principal Leadership Academy Training, 1993

NIA Training, 1998-2005

IPS Site Based Decision Making Training, 1998, 1999, 2004, 2005

IPS Computer Training, 1997, 1998, 1999, 2000, 2003, 2004

Curriculum Mapping Training 2008-2009

III. MEMBERSHIPS

Delta Kappa Gamma - Gamma Zeta Chapter
Association of Supervision and Curriculum Development
Oswego Alumni Association
Indiana University Alumni Association
Indiana Principal Leadership Academy
Indianapolis Association of Administrators, Supervisors & Consultants
Member of ASCD

IV. AWARDS AND HONORS

- 1975 Outstanding Elementary Teacher of America
- 1975 Who's Who in America

RESUME

Joan Diane Harrell
3883 South, 475 East
Plainfield, Indiana 46168
Home Phone: (317) 839-6027
Office Phone: (317) 226-4913

- 1992-1993 Indiana Principal Leadership Academy Graduate
- 1999 Indianapolis 30 Service Pin Award
- 2004 Indianapolis 35 year Service Pin Award
- 2009 Indianapolis 40 year Service Pin Award

V. COMMUNITY ACTIVITIES

- 1990-Present - Member of Clayton/Liberty Township Library Board
- 1993-1994 - Secretary of Clayton/Liberty Township Library Board
- 1991-2009 - Member of Clayton/Liberty Township Library Board
- 1995-2002 - President Clayton/Liberty Township Library Board
- 1992-2004 - Instructor for Divorce Recovery Seminars at Bethesda Baptist Church, Brownsburg, Indiana
- 1999-Present - Chairperson of First Baptist Church Fellowship Committee
- 1999-Present - Treasurer of First Baptist Church Ladies Fellowship, Danville, Indiana
- 2010-Present - Chairperson of the First Baptist Church Audio Visual Committee

Kathleen D. Ducote

Objective

Desire a coaching position in grades K-8 in a school corporation where guiding the young takes precedence.

Experience

2004- Present Indianapolis Public Schools Indianapolis, IN
Instructional Data/Curriculum Mapping Coach

Modeled lessons to improve classroom instruction in grades K-8. Compiled school data. Researched information for teachers. Provided professional development for staff members on numerous topics. Supported the district's curriculum mapping initiative.

Served on several committees such as NCA Documentation Committee, Environmental Advisory Committee, Vanguard Team, Interview Committees, PTO Parent Liaison, InSAI Data Committee, Magnet and GT Committee, Curriculum Mapping Tier III Executive Committee and Eighth Grade Parent Committee.

1995- 2004 Indianapolis Public Schools Indianapolis, IN
Teacher

Performed duties of a general education teacher in the second, third, and fourth grades.

Developed daily lesson plans and collaborated with a team of teachers to enforce the curriculum set forth by the district.

Served on numerous committees such as the Partner-In-Education, Technology, Carpe Diem Saturday School, Inclusion Committee, Grade Level Team Leader, Gifted and Talented, Curriculum, Monitoring Student Progress, and North Central Accreditation. Also, I am a certified Mentor Teacher through ITEAM.

1995-1995 Indianapolis Public Schools Indianapolis, IN
Chapter 1 Assistant

Assisted kindergarten and fourth graders in math and reading remediation.

Developed daily lesson plans to supplement the teacher-directed instruction.

1994-1995 Indianapolis Public Schools Indianapolis, IN
Substitute Teacher

Instructed students in all grade levels when their regular classroom teacher was unavailable.

1989-1995 SunSations Sunglass Company Indianapolis, IN
Administrative Assistant

Assisted executive in the daily procedures of second-largest retail sunglass distributor in the United States.

Organized activities for 300+ retail stores.

Interacted with both consumers and organizational staff.

Education	1989-1991	Manchester College	North Manchester, IN
	1991-1994	Indiana University	Indianapolis, IN
	B.S., Education		
	2006-2007	Indiana Wesleyan University	Indianapolis, IN
	Masters of Education		
Interests	Volunteering, computers, spending time with family and friends, sports.		
Additional Certifications and Course Work	Completed Mentoring Certification Course 2003, Differentiated Instruction Course 2002, Inclusion Course 1996, CLICK Computer Course 2000, Teaching with Historical Places Class 2004, Teaching With Literature 2001, Whole Language 1999, Using Technology in the Classroom 1998		
References	<p>Debrah Vawter, Principal Eleanor Skiffen School #34 1410 Wade Street Indianapolis, IN 46203 (317) 226-4234</p> <p>Julie Bakehorn, Principal Brookside School #54 7151 E. 35th Street Indianapolis, IN 46226 (317) 226-4293</p> <p>Judy Zimmerman 4865 Briarwood Court Carmel, IN 46033 (317) 844-9264</p> <p>Additional References available upon request.</p>		

Patricia Elff

Educational Background/Professional Development

I. Education

- A. Undergraduate: Indiana University Fall 1971-75
Degree earned: B.S. in Elementary Education with endorsements in Learning Disabilities, Mildly Mentally Handicapped, and Emotional Handicaps
- B. Masters: Indiana University -Bloomington started; completed at I.U.P.U.I. Indianapolis December 1979

II. Teaching Employment History

- A. Jr. High MiMH Program; Bedford Jr. High, Bedford, IN Fall 1975-76
- B. Intermediate L.D. class; I.P.S. #79 Fall 1976-88, then involuntary transfer to I.P.S. 61 Fall 1988-93; remained at #61 Farrington Middle School during the change to middle school concept - 7th grade/8th grade inclusion program co-teaching with L.A. and Soc. St. Fall 1993-97.
- C. Gambold Middle School; I.P.S. #108 8th grade inclusion co-teaching with L.A., Soc. St., and Reading 1997-2001
- D. Farrington M.S. I.P.S. #561 Grade self-contained LD/MiMH/EH/AU 2001 7th Grade Inclusion L.A. & Tier IV Reading 2002-2006
- E. Gambold M.S. I.P.S. #108 8th Grade Inclusion L.A., READ 180 & Tier IV Reading 2006-2008
- F. T.C. Howe High School SPED Instructional Coach 2008-2011
- G. Special Education Specialist ~ IPS Turnaround Team 2011

III. Professional Organizations

- A. Delta Kappa Gamma Society International (Beta Gamma Chapter) Honor Society for Outstanding Women Educators; invited to join and was initiated December 1986; Offices held:
 - 1. Recording Secretary (2 yrs.) responsible for all minutes at the meeting and attending all officer planning meetings
 - 2. Social Committee Chairperson (2 yrs.) responsible for social activities at meetings (decorations, themes, fun ...)
 - 3. Professional Growth and Development Chairperson (4 yrs.) responsible for organizing and implementing Juvenile Center Activity Night and any other such activities.
- B. NEA - National Education Association
IEA - Indiana Education Association

IV. Workshops Attended

- 1. TESA - Teacher Expectations Student Achievement (10/84 - 2/85)
- 2. 4-Mat Learning
- 3. Assertive Discipline
- 4. Project Charlie Drug Classes
- 5. Gang Awareness with the Metro Gang Task Force

6. Sex Desegregation (1979)
7. Grant Proposal Writing (2/92)
8. Leap Summer Conference (8/90, 8/91)
9. Summer Leadership Conference (8/16/90 - 8/17/90)
10. Site Based Management/Shared Decision Making
11. Cooperative Learning and Whole Language Reading w/LD Students (1/91)
12. Summer School Art Program (to teach summer school 4/86)
13. Summer School Curriculum (6/86)
14. Summer School Special Education Curriculum (5/93)
15. Inclusion Model (10/93)
16. Middle School Training Classes (92, 93)
17. Cincinnati Middle School Conference (94)
18. Middle School Visitation - Chauncey Rose/Terre Haute (93)
19. Farrington Middle School Yearly Planning Retreats (93-96, 02-06)
20. Gambold Middle School Yearly Planning Retreats (97-01, 06-08)
21. Howe Community High School Yearly Planning Retreats (08-11)
22. Co-Teaching (93- numerous others)
23. Conflict Resolution (supported by Pacers) (95)
24. Computer Technology (98/99)
25. NUA (98, 99, 00)
26. Summer Intensive (99)
27. IPS Leadership Academy (00, 01, 02)
28. Vanguard II (03)
29. Larry Bell "Closing the Achievement Gap" Kentucky (3/03)
30. READ 180 (04, 05, 06)
31. ETS /FOS (06)
32. TESA Trainer/ Coordinator (06)
33. Instructional Coaching (08)
34. 6+1 Traits (08)
35. Differentiated Instruction (08)
36. Acuity (08)
37. Springboard (08-11)
38. ISTART7 (08)
39. 6 Step Discipline (08)
40. Curriculum Mapping (08-11)
41. New Evaluation Format/Timeline (08)
42. School Improvement Teaming (09)
43. eSchool (09)
44. Electronic Lesson Plans (09)
45. RTI (09)
46. Test Coordinator for ISTEP+ (10, 11)
47. Online Sessions LII,III (10)
48. SMART Goals (10)
49. Podcasting (10)
50. Literacy Across the Curriculum (10)
51. Differentiated Instruction (SDE) Conference ~ summer (10)
52. iPod Usage in the classroom (11)

53. Autism Spectrum Disorders (11)

54. 8- Step Process (11)

V. Committees Served

1. 8th Grade Team Leader (93-96)
2. Middle School Transition Team Member
3. School Crisis Team
4. MGIP Task Force Member
5. P.I.E. Coordinator
6. PBA/Leadership Team; correlate Leader
7. Staff Development Team
8. Special Education Summer School Development (93)
9. Numerous times on the Textbook Adoption Committee (All Areas)
10. Task Force for CLASS to develop Interdisciplinary units (5/94)
11. PBA overall chairperson (95)
12. Human Resources Subcommittee to AAP
13. Vanguard II (03)
14. TESA (06,07)
15. Student Behavior Leadership Team (07-08)
16. INSAI (08-11)
17. RII (08-11)
18. Howe's Leadership Team (08-11)
19. New Teachers to Howe (08-11)
20. Graduation (08-11)
21. Attendance (10-11)
22. Relay for Life (08-11)

VI. Clubs Sponsored

1. Project S.E.T. (Students Exploratory Teaching)
2. Talent Show Sponsor
3. Yearbook (elem. and middle levels)
4. Knightreaders' Club)
5. "Mac Tonight" Tutoring Club
6. Student Council (elem.)
7. Junior Achievement Business Basics Program (5/86)
8. FMS – Student news broadcasting
9. Pep Club
10. Girls Basketball Coach (97)
11. WGMS - Student news broadcasting
12. READ 180

VII. Other

1. Mentor for the first year teacher Mentor Program (91 -92, 92-93, 93-94, 03-04, 06-07)
2. Supervising Teacher for Student Teachers: numerous years
3. ABCD Award Winner (88, 90, 91, 94, 95, 96, 00, 08)
4. Teacher of the year candidate: (94-95, 95-96) Farrington M.S.;

(99-00) Gambold Middle School

5. One of Top Ten IPS Teachers (99-00)
6. 1999 Disney's American Teacher Awards nominee
7. 2000 Disney's American Teacher Awards nominee
8. Side-by-Side Teaching Video filmed by SPED Dept. IPS (04)
9. Led students to raise \$640.00 for Red Cross for Hurricane Katrina victims
10. Raised over \$3,000.00 in donations for new sports uniforms in memory of former student
11. Personally raised over \$15,000 in donations for Relay for Life—American Cancer Society (08-11)

VIII. Grant Writing

1. National Starch and Chemical Company \$10,000
2. ISATP (Department of Education) Award